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ABSTRACT

Almost 400 annotated citations, mainly to journal articles published from 1969 through 1973, are provided on the status of librarians in higher education. Aspects covered include faculty rank, professional recognition, working conditions and fringe benefits, and the roles of the professional librarian and the paraprofessional staff. (SL)

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# RECENT REFERENCES ON THE STATUS OF LIBRARIANS

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December 1968 - May 1973

IR 001 784

RECENT REFERENCES ON THE STATUS OF LIBRARIANS

December 1968

(1) Madan, R., Hetter, E. and Strong, M.
The status of librarians in four-year state colleges and universities. College and Research Libraries, 29: 381-386; 1968.

New demands on academic librarians have resulted in his acceptance "as a member of the faculty, with concomitant duties and responsibilities. He teaches, conducts research, publishes, serves on important faculty committees, and often occupies an influential seat in the faculty senate." However, "In most places, the college librarian has remained in academic limbo." Survey shows discrepancy though: Only 14.2% of the institutions had full parity, yet 63.4% of librarians thought they had such parity.

(2) Hintz, C.
Criteria for appointment to and promotion in academic rank. College and Research Libraries, 29: 341-346; 1968.

Proposes a policy statement: determination of degrees to be rested with library faculty. "Proper recognition consists of faculty rank, tenure, and salary."

(3) Asheim, L.E.
Education and manpower for librarianship; first steps toward a statement of policy. ALA Bulletin, 62: 1096-1118; 1968.

Stresses need for more professional master's program in library schools, in-service training as important part of preparation of both librarians and library technicians, and need for reorganization of libraries if library schools reorganize curriculum.

(4a) Vosper Warns UCLA on Staff Treatment. CU Voice, (6): 1; 1968.

Treatment of UCLA's librarians is dangerously old fashioned in comparison with faculty. Main problem areas: salaries, fringe benefits. Adoption of adversary tactics may be unfortunate consequence.

(4b) Working Paper no. 2: Proposal for Restructuring the Classification and Salary Plan for University of California Library Staff. CU Voice, (6): 1-2, 1968.

Needs of academic community require the turning over of clerical and technical work previously performed by librarians to non-professional staff. Library schools need to offer more professional curriculum. More collegial pattern is required within libraries. "Quality of the total library operation will be significantly improved without significant increase in staff cost."

(5) Two Task Forces Appointed. CU News, 23(41): 1; 1968.

Skipper appoints a Task Force on Academic Library Personnel to draft a statement to define status and perquisites of library staff.

(6) Scientists Informed. Nature, 220: 320; 1968.

Sir Harold Thompson, Royal Society, suggests that scientists involve themselves completely in information matters: in the planning of services, in decisions of policy, and in the training of students and postgraduates in the use of information. What do librarians do?

(7) Thieme, F.P.
Salary Adjustments and Fringe Benefits. University of Washington Senate General Information Series. Class C. Bulletin, (180): 6-7; 1968.

Response of University Administration to faculty proposal regarding salary adjustments and fringe benefits. Librarians not affected.

(8) Library Salary Range Adjustment. CU News, 28(28): 1; 1968.

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|---|---|
| L I | 7164-7908 |
| L II | 7908-10092 |
| L III | 9372-11388 |
| L IV | 10848-13164 |
| L V | 12552-15936 |

(9) Minutes of the Library Administrative Council Meeting of June 19, 1968, The University of Oklahoma Libraries, p.2; 1968.

9 Librarians were granted tenure during spring. Dr. McAnally suggested that since University of Oklahoma library staff is now a faculty, a procedure needs to be established to make promotions, give tenure, determine salaries and administer libraries.

(10) Berkeley Library Union States Barganing Terms. Library Journal, 93: 3736; 1968.

"Library Improvement Program" presented to James Skipper containing an exhaustive list of changes which the AFL-CIO Union hopes to bring about through collective bargaining.

(11) Minutes of the seventy-second Meeting, Association of Research Libraries, 22 June, 1968, p.5, 18.

Dr. Branscomb notes that librarians, like other members of the faculty need not engage full time in research. Mr. Ruggles suggested that research needs to be taken seriously.

(12a) Bunge, C.A.
Professional education and reference efficiency (Abstract of Ph.D. dissertation) Dissertation Abstracts, 28: 5079-A; 1968.

Between pairs of reference department staff members, one with, the other without formal library education, no significant difference in accuracy was found, but those with the library school degree operated more efficiently, though not by large amounts.

(12b) Liesener, J.W.
An empirical test of the validity of the core concept in the preparation of university librarians (Abstract of Ph.D. dissertation) Dissertation Abstracts, 28:5080-A; 1968.

Rejects hypothesis that core content is necessary for all university librarians.

(13) Hearing It From the Students. Health Sciences Faculty Notes, November 15, 1968, p.1; 1968.

Two student members appointed to all law school faculty committees - only those on appointments and tenure committee without vote. Med School Curriculum Evaluation Committee has two voting students as members. Are librarians next?

(14) Nyren, K.
The union question. Library Journal, 93: 4077; 1968.

Growing union movement among librarians. Perhaps most likely ground for rejection today - their incompatibility with social change and experiment.

(15) Cottam, K.M.
Unionization is Not Inevitable. Library Journal, 93: 4105-4106; 1968.

More vigorous professional associations are needed as an alternative to labor unions in librarianship.

(16) Alfred University Librarians Gain Faculty Status. Library Journal, 93: 4086; 1968.

Full faculty status given to librarians of Alfred University, New York.

(20) Klempner, I.M.
Information centers and continuing education for librarianship. Special Libraries, 59: 729-732; 1968.

"As professionals...we need to take the initiative and exert our influence not only on our associations, but also on the schools, our managements...all who are capable of providing ...the formal courses, meetings, seminars, and workshops essential to keep us abreast of current developments. Thus we may truly become disseminators of information rather than Keepers of the Collections."

(21) Library Assistant Class Restructure. CU News, 23(46): 1; 1968.

UC Library Council and Personnel Subcommittee will after distribution to and comment from staff of draft prepare final version of proposed restructuring of Library Assistant classes.

(22) Report of the Library Committee, 1967-68. CU News, 23(47): 3-8: 1968.

"Grave dissatisfaction and low esprit de corps" among Library's professional staff are identified as causes for the recent formation of a Library Chapter of the University Federation of Teachers of the American Federation of Teachers (AFL-CIO). Causes of discontent: a) lack of security of employment; b) lack of grievance procedure; c) lack of adequate voice in the determination of library policy and practice, combined with lack of adequate communication; d) over-long stay of staff in LI and LII classification; e) need for greatly improved classification and salary structure.

(23) Blake, F.M.
Tenure for the academic librarian. College and Research Libraries, 29: 502-504; 1968.

Tenure for present and future academic librarians will improve educational process. "One of the problems in the extension of tenure to the academic librarian is in the reluctance of both faculty members and librarians themselves to accept the need for the responsibilities and the rights implicit in the concept of tenure. Faculty members...often fail to recognize the fact that academic librarians have become their colleagues in the world of scholarship."

(24) Trumpeter, M.
Non-Librarians in the academic library. College and Research Libraries, 29: 461-465; 1968.

Professionals who prefer to be classified as specialists rather than as librarians, if qualified for either, seem not to be

receiving any particular salary advantage over the traditionally trained librarians. What do they gain? Status??

(25) U.C. Librarians Assn. Asks Recognition. Library Journal, 93: 4470; 1968.

Summary statement of five-point petition by Assembly of the Librarians' Association to President Hitch. (see also 19b in RECENT REFERENCES, Dec. 1968).

(26) Minutes of the Faculty Meeting, 19 November 1968, University of Oklahoma Libraries, p. 1-4, Appendix; 1968.

Discussion on Ad Hoc Faculty Study Committee report pertaining to duties of Library Faculty, particularly on a portion relating to the proper interpretation of the Faculty Handbook's section on voting on tenure. Section on duties as approved reads:

"Acting as a group, the Library Faculty shall make decisions on such matters as:
(1) Recommending appointments of new staff members
(2) Recommending tenure of faculty, as outlined in the Faculty Handbook
(3) Recommending policies and procedures of general concern to library operation."

Section of report on "Committee A" also approved.

"...The function of this Committee is to prepare and transmit formal recommendations in such matters as:
(A) The library budget
(B) Increases in salary
(C) Promotions in rank

In addition, it shall be the responsibility of Committee A to bring before the Library Faculty the names of persons who have become eligible for recommendation to tenure."

In determining salary raises Committee A will probably be guided by recommended criteria which are based on Faculty Handbook or analogies of sections of it:

"(a) Evidence of good quality teaching. For librarians, this should be interpreted to mean the successful performance of library duties.
(b) Evidence of productive research, or literary or artistic creations. This may include administrative studies of library problems, and also special studies or classes taken.
(c) Evidence of service to the University, State, or profession. This includes interest in student welfare, service on committees, participation in professional organizations, and civic contributions."

Dr. McAnally, Director of Libraries, also stressed "The need for a Committee of the Library Faculty to make a study to evaluate the Plan for O.U.'s Future concerning University Libraries.

(27) SUNY Librarians Win Fight for Academic Status. Library Journal, 93: 3068; 1968.

Recognition after a three-year effort. Chancellor's Advisory Committee on Libraries in October 1966 recommended academic rank, ten-month appointments, tenure, voting power and sabbatical leave. When no action resulted a (Librarians') Ad Hoc Committee on Academic Status was organized whose efforts were responsible for a SUNY Faculty Senate favorable resolution in February 1968.

(28a) Covici, A.
[Letter to the editor]. Library Journal, 94: 11; 1969.

Criticizes Cottam's article (cf. no.15 in Recent References) and defends unionization as a step in keeping with the best interests of the profession.

(28b) Rosichan, R.H.
[Letter to the editor]. Library Journal, 94: 11; 1969.

Refers to LJ's editorial (cf. no.14 in Recent References). "Nonsupervisory library professionals are sick of being loaded up with clerical tasks, and being treated, in general, unprofessionally. Unionization will slow down when all this is corrected."

(29) Penn. State Librarians Win Academic Status. Library Journal, 94: 20; 1969.

Complete process begun in 1967. Includes all rights and privileges enjoyed by teaching faculty: assignment to an appropriate college (!) for voting on academic matters, eligibility for election to the academic senate, sabbatical leaves, research grants, and tenure.

(30) College Librarians Hear Union Debate. Library Journal, 94: 17; 1969.

Eastern College Librarians' meeting apparently turned into a violent pro-and con session on unionization.

(31) Parker, T.F.
The missing stream: operations management in libraries. Library Journal, 94: 42-43; 1969.

"Analysis of library operations will also identify the clerical and superclerical tasks now swamping prefessionals

and permit their assignment to nonprofessional staff. Librarians will have time for truly professional functions... At this point in the history of the library profession librarians have a unique opportunity to direct their activities toward the rationality that they prize so highly."

(32) Discipline-oriented Bibliographic Services in Machine-readable Form. Minutes of the ARL Automation Committee, Kansas City, 23 June 1968.

Committee expresses concern similar to that contained in Report of Ad Hoc Committee on Faculty Status relative to refusal of librarians to deal with new developments and possible consequences.

"There is every assurance that information in machine-readable form will grow at a rapid rate and the future will bring a fusion of the intellectual content of magnetic tape and printed page. Thus, to preserve the unity of recorded knowledge and provide for economical access to information, research libraries must accept responsibility for this relatively new format. If the challenge is not met effectively, there is a strong possibility that access to information in the academic community will degenerate into fragmented sectors managed by teaching departments, computer centers, commercial centers and libraries."

(33) Minutes of the Faculty Meeting on 19 December 1968, University of Oklahoma Libraries, p. 2-3, Appendix A; 1968.

Ad Hoc Faculty Study Committee reported on low salaries and found three basic reasons: low base, twelve-month contract, complacency of library faculty. Dr. McAnnally's additional comments pointed out that faculty status at Oklahoma had been achieved step by step with salaries one of those yet to be approached.

(34) Kugler, I.
The union speaks for itself. Educational Record, 49: 414-418; 1968.

The president of the United Federation of College Teachers, Local 1460, AFT (AFL-CIO), presents the case for unionization: an effective check on "untrammelled authority of administrator-trustee combine," but not by an adversary tactic destructive of cooperative relationships. Unions are regarded as benefitting professionalism and establishing "truly shared authority."

(35) Foster, J.F.S.
A political model for the university. Educational Record, 49: 438-443; 1968.

Is the campus like the Hapsburg Empire, the Board of Regents like

the Queen of England, the Executive Committee of the Faculty Senate like the cabinet of the French Fourth Republic, the Faculty a partner in democratic centralism?

(36) Brooking, W.J.
Emerging patterns of technician employment with implications for libraries. LED Newsletter, (67): 11-20; 1968.

Points up similarity of emergence of technicians in various fields and in library: an evolutionary process triggered by necessity and accompanied by redefinition of professional aspects of professional. "They [i.e. technicians] ...serve as a specialized person who can extend or multiply the effectiveness of the professional where the demands of the total task outrun the number of available professionals required to do it in the traditional manner, or where the cost of having professionals perform the work makes it uneconomical."

(37) Emerson, W.L.
Sabbaticals for librarians, why not try? Wilson Library Bulletin, 43: 367-370; 1968.

Even at institutions where librarians have faculty status sabbatical leave may be omitted as a fringe benefit. But "explosive rate at which knowledge is growing" makes it likely that opportunities for further study will become common in many professions. ALA "might recommend that all librarians be entitled to sabbatical programs as part of their professional work situation. A sabbatical program should do much to encourage an attitude of professionalism and would certainly help the recruitment picture." Library administrators are urged to present to their governing authorities a request for a sabbatical program as part of the budget.

(38) Auld, L.W.S.
ALA and collective bargaining. ALA Bulletin, 63: 96-97; 1968.

Sees basic question in this: "Should an organization such as ALA which bases its raison d'etre on a unity of professional interest engage in labor union activities?" Need to clarify a number of issues - representation of librarians who are not ALA members, effect on professionalism of librarians by ALA union activities, diversity of ALA membership.

(39) 1968 Recommended Instututional Regulations on Academic Freedom and Tenure. AAUP Bulletin, 54: 448-452; 1968.

Updates 1940 Statement of Principle on Academic Freedom and Tenure and 1958 Statement on Procedural Standards in Faculty Dismissal Proceedings.

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(40) Nyren, K.
Turning the corner (Editorial). Library Journal, 94: 127; 1969.

Regards 1968 as the turning point "in our thinking about the education and the role of the librarian". Professionalism has taken on a new meaning and library technicians are recognized as inheritors of much of what librarians had done in the past.

(41) Status or Sanctions, Warns California L.A. Library Journal, 94: 134; 1969.

California Library Association threatens sanctions (of unspecified nature) against the California State Colleges unless full faculty status is granted. Librarians' case is based on an ACRL 1959 standard whose acceptance is required for accreditation. This report called for full faculty status for librarians.

(42) Steele, C.L.
Library Technicians - the big controversy. Special Libraries, 60: 45-49; 1969.

Defends the point of view (particularly against Sass) which holds that library technicians are needed to help solve the problem of the shortage of librarians by freeing them from many tasks which do not require professional talent.

(43) Conference Leave Plans Put Forward in LAUC. Library Journal, 94: 484, 486; 1969.

Both Conference and Sabbatical Leave policy proposals have been presented to University officials.

(44) Collective Bargaining Questions and Answers. ALA Bulletin, 62: 1385-1390; 1968.

Library Administration Division of ALA presents results of a questionnaire submitted to library directors and stewards of unions in seven public libraries having union contracts. Responses from the five directors and the three unions which did reply to the ten questions are tabulated.

(45) Stone, E.W.
Administrators fiddle while employees burn - or flee. ALA Bulletin, 63: 181-187; 1969.

Major complaints from professional staff: lack of opportunity for (and sometimes resistance to) professional development, opposition to innovation, lack of encouragement of creativity,

opposition to delegation of authority, reluctance to "demand more" of the librarian, absence of planned involvement of staff on policy formation.

(46) Report of the University Librarian to the Chancellor for the Year 1967/68, University of California Library, Los Angeles. 1968.

While awaiting decisions affecting all California campuses, a U.C.L.A. Professional Librarians Organization has been formed whose structure is similar to that of the Academic Senate, and one of whose committees has been observing staff appointment and promotion procedures.

(47) Orne, J.
The place of the library in the evaluation of graduate work. College and Research Libraries, 30: 25-31; 1969.

Must reading. "The professional will be increasingly professional, more expensive, and more demanding of privilege and recognition...Librarians must participate actively in academic chores, serving on faculty committees and sharing the burdens of academic protocol...It is no longer possible for either the faculty or the librarians to wend their separate ways."

(48) Commager, H.S.
The crisis of the academic library. Wilson Library Bulletin, 43: 518-525; 1969.

Another must. "Why should not librarians be involved in the making of those policies they are expected to implement? If the intellectual effectiveness of college or university depends in part on the library, why should not librarians be consulted on such things as faculty appointments in those areas where faculty effectiveness is linked to library resources? ...[I]f the library is indeed at the center of the academy...why should not...librarians engage not only in the academic function of teaching, but also in the academic function of expanding the frontiers of Knowledge?"

(49) Gaver, M.V.
The librarian in the academic community - a new breed? Wilson Library Bulletin, 48: 540-544; 1969.

One of their major characteristics: "the demand on their part that they be a partner with the faculty...[H]e is competent to establish his status through a scholarly contribution to his own profession [rather than through his contribution to a subject discipline] whether it be information sciences, the current literature of Southeast Asia, or the principles of building the library collection for a specific academic community."

(50) Wilder, D.
Management attitudes; team relationships. Library Journal, 94: 498-502; 1969.

Sees libraries flourish if staff consists of librarians (giving bibliographic, or library service), other professionals (personnel managers, systems analysts, responsible for operational, or management, services) and clerical employees. "We must pay librarians for what they know and for the impact which they are able to make on the community" rather than on number of people supervised.

(51) Smith, E.
Do libraries need managers? Library Journal, 94: 502-506; 1969.

Bureaucratic vs. professional organization - organization centered vs. individual centered. Former predominate, hence once dominant attitude among lower-ranking librarians of alienation and apathy is changing to antagonism - and unionization. Refers to Bundy's Conflict in Libraries proposal that in academic libraries professional and nonprofessional activities be separated structurally with professional staff constituting subject "departments" run like academic teaching departments, every librarian having equal voice and equal vote. This requires librarians who are "professional in every sense of the word" with obvious implications for upgrading of library education and "redirection of the professional organizations to more professional concerns."

(52) You're the Man in the Middle: The Teachers' Union vs. Associations. College Management, 4: 14-17; 1969.

Does growth of unionism mean the end of'"meritocracy' and and the entrenchment of mediocrity"? Concludes that in one way or another organization (in the sense of collective negotiating) is going to come to the campus.

(53) Minutes of the Faculty Meeting University of Oklahoma Libraries, 21 January 1969.

Discussion of U. of O. Master Plan in which the following passage occurs: "If the University is to renew itself in making scholarship more relevant, the faculty must be involved not only in academic matters but in the life of the university community and the larger society." Comment by U. of O. Library Committee: "THIS OF COURSE, ALSO APPLIES TO THE LIBRARY FACULTY MEMBERS."

(54) Kaser, D.
The academic librarian and the protocol of scholarship. Library Journal, 94: 719-721; 1969.

"Librarianship today calls for the same skills and talents that are required for top management success in any complex industry." How the academic librarian relates to learned societies, foundations, government agencies, and as a consultant to other organizations.

(55) Blasingame, R., Jr.
Signposts to disaster or road to Utopia? Library Journal, 94: 715-717, 1969.

A criticism of the "Maryland proposal"(Library Journal, 93:3746+; 1968) concerned with personnel standards, mostly in public libraries and with revision of requirements for educational qualifications for librarian positions. Contrasts the Maryland position which wants to broaden the definition of the term "librarian" with the Asheim ALA position which wishes to designate by "librarian" those who are qualified by background and training to go beyond the level of application of established rules and techinques to the analysis of library problems and the formulation of original and creative solutions for them."

(56) White, H.S.
Toward professionalism. Interface, 3: 10; 1969.

"We can fight to demonstrate to others what we so clearly know - that the management of information services is properly ours by training, experience, and attitude."

(57) Annual Report of the Director University of Michigan Library, 1967-1968. 1968. p. 8.

"During the course of the year 62 members of the University Library staff were made members of the University Senate, a progressive step along the path of equating professional librarians with faculty in terms of perquisites and fringe benefits."

(58) Committee on Non-Senate Academic Personnel. CU News, 24 (8): 8; 1969.

"A joint ad hoc committee - including members of the Academic Senate, of various non-Senate academic categories, and of the campus administration - is being formed on the Berkeley campus to study and make recommendations concerning non-Senate academic personnel matters. The committee will review some of the recent studies and reports which have dealt with non-Senate academic personnel and will make recommendations on the major questions raised by these reports."

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(59) Jones, H.D.
LACUNY: A library association in action. California Librarian, 29: 204-209; 1968.

By the President of the Library Association of the City University of New York, 1964-66 (representing, currently, about 225 librarians). Offers a seven-part "formula" (derived a posteriori) for the achievement of faculty status (granted at CUNY on 1 Nov. 1965): "A professional association must select and clearly formulate its objectives and endorse them by...a substantial majority." It "must have active leadership and effective followership." "Active endorsement of one or more representative faculty groups must be sought." "The chief librarians must...support the goals of the library association, and should, of course, be members." Endorsements of...faculty... and chief librarians should be forwarded to the chief academic administrative officer" (who in the case of CUNY appointed a task force and retained Robert Downs as consultant who produced a survey and recommendations which included faculty titles and salaries). - Also a brief history of complicated efforts extending over many years. Current status ties rank to faculty salary, gave librarians a feeling of belonging, and has disproved misgivings of some librarians that they could never compete with faculty in the matter of promotions.

(60) Smith, E.
The Librarians' Association of the University of California. ALA Bulletin, 63: 363-368; 1969.

By the President of LAUC (Berkeley). Describes the history of this young organization (established 1 Jan. 1968) representing 550 librarians on all 9 campuses.

Its intended role: 1) Forum for discussion of matters of concern to professional staff; 2) Agency for the setting and enforcement of professional standards, rights, privileges, obligations; 3) Unit for the promotion of professional skills and abilities of librarians, and of the services and collections of the Library; 4) Eventual official body through which librarians may participate in the deliberative and decision-making process of the University (similar to the statewide Academic Senate for officers of instruction). Smith states once more that librarians, among the rapidly growing group of non-instructional but academic personnel, lack the rights and privileges of the faculty and the machinery for their implementation. He briefly distinguishes the differences between the LAUC on one hand and the California Library Association and the local of the California Federation of Teachers which includes some librarians as members. The appendix describes LAUC's Conference Leave Proposal, Sabbatical Leave Proposal and Supporting Arguments.

"One thing is certainly clear. University of California librarians, like a growing number of their colleagues throughout the country,

are not in a mood to wait much longer for a genuine implementation of their academic and professional status."

(61) Bonk, W.J.
Myths and realities in library education: The blue stamp syndrome and the library schools. Louisiana State University Library Lectures, (7); (1967)1968.

One of the oases in the somewhat arid land of library literature. You may even discover a few cases of the "Blue Stamp Syndrome" yourself.

The reality of librarianship in general: "an aging staff of dedicated ladies, to whom society will not give its first allegiance [ed: i.e. money]. Whatever planning we do in the library schools must take account of these realities of library service." "The supply of money is short, and we must get it at the expense of other units - if they get it, we wont. We need librarians who are wise as serpents and as Machiavellian as Madison Avenue advertising men!"

The reality of education in general: "The basis of professional education...is learning how to perform those tasks which society expects that profession to undertake." The myth of library education (a la Gertrude Stein) "A library is a library is a library" or "a core of knowledge will fit all librarians." To establish the reality requires evidence which is not yet at hand.

(62) Minutes of the Faculty Meeting of February 27, 1969. The University of Oklahoma Libraries, p. 3-4; 1969.

Discussion continues on the advantages or disadvantages of 9-month contracts for the Library Faculty.

(63) White, H.S.
Toward professionalism. Special Libraries, 60: 69-73; 1969.

Cf. (56)

(64) Lewis, R.
A new dimension in library administration - negotiating a union contract. ALA Bulletin, 63: 455-464; 1969.

Details the 7-month negotiations which led to the collective bargaining agreement for the Brooklyn Public Library.

(65) Martinson, J.
Information technology and the community college curricula. Audiovisual Instruction, 14(3): 65-67; 1969.

Discussion is based on two assumptions: 1) "Information technicians" are needed to help "pick up the pieces" from the information technology explosion, and 2) Community colleges can play a significant role in their training. Possible types of information technicians: LIBRARY TECHNICIAN, TEACHER ASSISTANT, MEDIA SPECIALIST, MUSEUM ASSISTANT and DATA PROCESSING TECHNICIAN.

(66) The subprofessional or Technical Assistant - a Statement of Definition. ALA Bulletin, 62: 387-397; 1968.

The report of the Interdivisional Ad Hoc Committee of the Library Education Division and the Library Administration Division of ALA. Proposes two categories: LIBRARY CLERKS and LIBRARY TECHINCAL ASSISTANTS, and recommends "greater use of a middle-level service of library employees between clerical and professional is recommended in view of demands for library service and growth of library activities."

(67) Schiller, A.R.
The widening sex gap. Library Journal, 94: 1098-1100; 1969.

"Given existing conditions, women librarians are likely to become increasingly disadvantaged in relation to men." (Cf. also (68) below).

(68) Schiller, A.R.
Academic Librarians' salaries. College and Research Libraries, 30: 101-111; 1969.

Results of a study based on sampling every 5th academic librarian. Overall mean salary: $8,425 (1966/67), median: $7,925; 21.2% made $10,000 or more. Analyzes also salaries by sex, type of institution, control of institution, position level, age, years of experience and faculty vs. non-faculty library positions.

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December 1969

(69) Continuing Education Needs Pegged by Poll. Library Journal, 94: 4092, 4094; 1969.

870 suggestions by librarians with at least 10 years experience on what should be done to improve continuing education for librarians. Library administrators received the greatest number of suggestions: give time off for study and "thinking", pay expenses including travel, arrange for sabbaticals. Possible consequence: pay raises based solely on demonstration of professional growth.

(70) Gutzman, S.D.
Career-long sabbatical. Library Journal, 94: 3411-3415; 1969.

Makes a case for intellectual involvement beyond the "8-5 schedule" and tries to define the administrator's role in enabling the librarian to follow his initiative.

(71) Dupuy, T.N.
Modern libraries for modern colleges; Washington, D.C., Communication Service Corporation; 1968.

"To what extent is education the process of teaching, as opposed to the process of encouraging and stimulating learning?...Answers must be found...since...education is largely dependent upon information transfer by means of books and other informational resources." -- "It is clear from the survey...that many academic librarians are uncertain about the role which they should play on their campuses...Is the librarian really a faculty member, or is he essentially an operating service administrator?" Report seeks to isolate the many areas which need study and definition: in addition to the question of the image and self-image of the librarian and the role of information systems in the educational process there is of interest the problem of "learning centers" and the "Library-College Movement".

(72) Schiller, A.R.
Characteristics of professional personnel in college and university libraries. Springfield, Il, Illinois State Library; 1969.

(Cf. (68) and (69)) Chapter V deals with academic rank and status. Survey indicates that slightly more than half of all academic librarians hold faculty rank, that universities as a type of institution form the low end with 42.7% of librarians holding faculty rank. Also that rank and status are regarded as major issues by academic librarians. Many comments, cited as examples of attitudes, echo tenor of UW Report.

(73) Volkersz, E., Blake, F.M. and Berman, S.
[Letter to the Editor] Library Journal, 93: 1944; 1968.

Suggests a column in LJ "specifically devoted to observations, suggestions, and reports of participation and involvement of individual librarians, as librarians, in the continuing dialogue to bring justice to the United States." LJ indicated its receptiveness but invited ideas from readers. So far no column -- were there no ideas?

(74) Brandon, A.N.
Academic status for medical school librarians. Third Janet Doe Lecture, presented at the 68th Annual Meeting of the Medical Library Association, Louisville, Ky., 28 October 1969. To be publ. in Bulletin of the Medical Library Association.

"Results of a survey conducted indicate that most medical schools grant academic status in some degree to their professional librarians. Faculty appointments and benefits are not always awarded. In order to upgrade the stature and effectiveness of the medical school librarian in relation to his institution and to the teaching faculty, his having faculty status is desirable. It is the medical school's responsibility to grant faculty status to librarians who possess necessary qualifications; likewise it is the responsibility of the medical school librarian to merit faculty rank on a basis with other teaching faculty. In three new medical schools, the library is considered an academic department, and other schools are considering such designation."

(75) Johnson, B.
Updating an outmoded "Approach to the academic status of librarians". California Librarian, 29: 245-250; 1968.

Takes issue with David Weber's article referred to in the title (listed in Bibliography of UW Report). First, maintains that Weber's statement "...there is continuing disagreement on the degree of parity and the means for attaining stated objectives." neglects the fact that disagreement is not within the ranks of librarians (in California, at least) but outside the profession. Second, objects to Weber's emphasis on personality traits which, it is claimed, are outmoded and in any case not "a watershed between that and other professions." Claims that too much time has been spent on "librarians' shortcomings" and not enough on the failure of good leadership within the profession which, had it materialized, "would have long ago insured that the involvement and participation of the librarian in the full range of academic activities would not only be a possibility, but a concomitant of academic librarianship." The article further points out that the profession as well as the library school (Weber's point) has failed to distinguish between career patterns and thus failed to attract the best talent available. Regards Weber's analysis of the four favorable conditions of employment (to attract the best) as too simplistic: competition of salaries must be with other professions as well as within the field of librarianship, the eleven-month employment should not necessarily be accepted as appropriate to leading to enhanced academic status. The "modest" demands of Weber's article are said to be no longer adequate to the demands placed on the librarian from outside. Unless there is a change of librarians' orientation "we have failed not only ourselves, but the faculties and students whom we serve."

(76) Cassata, M.B.
[Questionnaire for the study of the participation of professional library staff in the instructional programs of academic institutions] To be publ. in Wilson Library Bulletin.

Based on 55 responses out of 71 institutions contacted and on 10 questions tries to provide some information on number of librarians involved in formal instruction within the parent institution, outside institution and whether compensation was involved, etc.

(77) Annual Report, Syracuse University Library, May 1, 1968-April 30, 1969

Refers to a 1968 Report of the Middle States Evaluation Team to the Faculty, Administration and Governing Board of Syracuse University which "strongly recommended that the status of the library professional academic staff be improved by giving them faculty status with a rank structure within the library system." Further states that "In April 1969 the Syracuse University Senate voted to include professional academic librarians within its membership and awarded the library two elected faculty seats in its new apportionment program."

(78) Marchant, M.P.
Faculty-librarian conflict. Library Journal, 94: 2886-2889; 1969.

Identifies points of conflict between the two groups on the basis of a sociological-psychological-historical analysis. Makes seven recommendations for improvement among which are: restructuring of library's organizational framework to provide for participative management, rewards for improving scholastic competence, reevaluation of library school programs, and, lo and behold, granting of faculty status to librarians.

(79) Who Speaks For the Academic Librarian? ALA Bulletin, 63: 695; 1969.

Invitation to a meeting at the ALA 1969 Conference, sponsored by the Librarians Concerned About Academic Status, "a national grass roots group."

(80) National Call for Library Reform. National Call for Library Reform. 1969. (Also in: ALA Bulletin, 63: 1207; 1969).

An appeal to approve the statement and join the organization which intends to act as a clearinghouse and a center for programs of social responsibility for librarians and reform within the profession.

(81a) Jones, H.D.
[Letter to the Editor] ALA Bulletin, 63: 549; 1969.

Librarians at the City University (New York) while holding bona fide faculty titles are seeking to obtain more of the typical faculty privileges and responsibilities.

(81b) Galloway, R.D.
[Letter to the Editor] ALA Bulletin, 63: 549; 1969.

Cites recent California State College librarians action, voting to assert their own professional independence, and limiting work assignments to 30 hours per week leaving 10 for research, writing, etc., as an example of not waiting for a library administrator to take action.

(82) Sanction Threat Raised by California L.A. Library Journal, 94: 1569; 1969.

CLA support of 18-year old unsuccessful strugle by librarians in the California State Colleges for full faculty status.

(83) California Library Association Resolution on Sanctions against the California State Colleges. ALA Bulletin, 63: 1205-1207; 1969.

Text cites many steps taken in futile effort to achieve full faculty status and lists 9 specific actions to be taken to apply sanctions.

(84) Resolution Adopted at the Meeting of the "Librarians Concerned About Academic Status," Sponsored by the ACRL, ULS, Ad Hoc Committee on Academic Status, Monday, 23 June, 1969.

11 point resolution, involving, among others, salary equal to that of faculty, tenure, adequately supportive non-professional staff, participation of all librarians in library governance, calls on ACRL and ALA to adopt this as official policy and to support implementation by any and all professional means, including censure and sanctions and accreditation of librarians.

(85) Berry, J.
The new constituency. Library Journal, 74: 2725-2739; 1969.

Lengthy report of the ALA 1969 Conference and its many confrontations and "activist" features: Congress for Change, "Libraries to the People", Social Responsibilities Round Table, the Volkersz motion (proposing ALA adoption of a policy supporting professional standards and implementation through censure and sanction, if necessary) which passed at the membership meeting, intellectual freedom issues, the defeat by ALA Council of the resolution on the status of academic librarians.

(86) Semas, P.W.
Faculty status being pressed for librarians. Chronicle of Higher Education, 3(20): 5; 1969.

Summary of action, or failure of such at the 1969 ALA Convention, with respect to request for sanction against colleges and universities which do not grant faculty status to librarians.

(87) California Library Assn. Hits State Colleges. Library Journal, 94: 3395-3396; 1969.

Summary of resolution cited in (83).

(88) ACRL Board of Directors Meeting, Atlantic City. College and Research Libraries News, 30: 316-318; 1969.

Includes discussion on the two resolutions relating to the status of academic librarians which were adopted at the ACRL general membership meeting, 25 June 1969: 1) Resolution cited in (84); 2) Request for ALA to gather and publish data on salaries, work week and work year, and other standards for academic librarians.

(89) Minutes of the Faculty Meeting on September 8, 1969. The University of Oklahoma Libraries, p.1-2; 1969.

Concerned with continuing study to determine why salaries for Library faculty are lower in comparison with other University of Oklahoma faculty

salaries.

(90) Frarey, C.J. and Rosenstein, R.S.
Placement and salary picture in 1968: Onward and upward. Library Journal, 94: 2425-2429; 1969.

18th such annual report. "It contains no surprises." Salaries only keep up with rise in cost of living, rise of 5% over 1967. Most typical beginning salary between $7000-$7500; average (mean) salary, $7660 and median, $7488.

(91) Salary Range Adjustment. CU News, 24(29): 1-2; 1969.

Reports new salaries for academic and non-academic positions after a one-step (approximately 5%) had been approved by the University (cf(8)). New range:

| | |
|---|---|
| L I | 7,524-8,304 |
| L II | 8,304-10,596 |
| L III | 9,840-11,952 |
| L IV | 11,388-13,824 |
| L V | 13,176-16,728 |

(92a) AAUP's Faculty Compensation Scales for 1970-71. Chronicle of Higher Education, 4(7): 1; 1969.

(92b) Jacobson, R.L. AAUP sets goals for faculty pay in 1970-71, revises method of rating colleges. Chronicle of Higher Education, 4(7): 1-2; 1969.

To get top rating from the AAUP universities will have to pay full professors an average salary of $25,740 for nine months, including fringe benefits.

(93) The Threat of Inflationary Erosion. The Annual Report on the Economic Status of the Profession, 1968-69. AAUP Bulletin, 55: 192-253; 1969.

Average compensation levels for all ranks of college and university faculty members increased 7.2% between 1967/68 and 1968/69, but consumer price index rose by 4.2%, therefore effective real increase only 3%. The threat of inflationary erosion was called "most ominous", e.g., in 1967/68 92% of all institutions had increases in faculty compensation which exceeded the increase in the consumer price index by more than 1%, in 1968/69 only 64% of institutions could claim the same.

(94) Hopkins, J.S.
Unions in libraries. Library Journal, 94: 3403-3407; 1969.

"A review of the recent period of renewed union activity in American public and academic libraries." "All indications point to an accelerated growth" of library unions. Contrasts administrators' public attitudes of "ambivalent neutrality" with a more realistic, pragmatic posture which may become evident when confronted with the problem at hand. Identifies possible causes for union activity, anxiety and insecurity of the individual in the face of technological changes and organizational growth, and administrative and professional failure to raise salaries and to solve personnel shortages. Questions have arisen about the accuracy of the ALA statement

that there exists a shortage of over 100,000 librarians. "What is apparent is that both administrators and the profession, as a whole, have confused hopes with realities and in their efforts to sustain their hopes have maintained a fiction which is now exposed and under attack."

(95) Jones, M.P.
Opinions on collective bargaining. ALA Bulletin, 63: 803-809; 1969.

Results of SORT (Staff Organizations Round Table). Some responses: 42.7% would probably belong to a union if the library had one (48.8% would probably not); 75.4% think it unlikely that their library will have a union within 5 years; 36% of librarians in large public and academic libraries thought that collective bargaining would improve current salaries.

(96) Mleynek, D.
Unions -- what's in it for administrators? Wilson Library Bulletin, 43: 752-755; 1969.

Maintains that a library union helps library administrators by working independently for higher wages, better working conditions, professional goals, greater involvement of the individual librarian.

(97) Reiter, C.J.
Laying it on the line. Library Journal, 94: 1953-1954; 1969.

A field representative for the Public Employees Union shows ways in which a union can be of assistance to the library administrator.

(98) Ellsworth, R.E.
The contribution of the library to improving instruction. Library Journal, 94: 1955-1957; 1969.

"The essence of this article is that libraries can make important contributions to the improvement of instruction if we can get the money to do the work we librarians know we should be doing, if the university academic leaders will do satisfactory academic planning, if faculties will update their teaching methods, and if we will all be wise enough to use the new learning technologies."

(99) Criteria for Programs to Prepare Library Technical Assistants. ALA Bulletin, 63: 787-794; 1969 (Also: Special Libraries, 60: 253-258; 1969).

(Cf. (66)) Report approved by the Board of Directors of the Library Education Division, ALA, 1969 and now representing official policy.

(100) Report of the Ad Hoc Committee on Standards for Medical Library Technicians, Medical Library Association. 1969.

Final report, to be approved by MLA membership, provides definition of medical library technician and analysis of duties, and secondly, lists criteria for medical library technician programs.

(101) Library Assistant Restructure. CU News, 24(45): 3-4; 1969.

(Cf. (4b)) Implementation of Working Paper no. 2 and result of a survey produced 39 upward reclassifications -- no positions were downgraded.

(102) Wheeler, H.R.
The technician level of library staffing. Special Libraries, 60: 527-534; 1969.

"A bibliography with annotations." 117 items.

(103) Garloch, L.A.
The community colleges and the library technician program. Stechert-Hafner Book News, 22: 81-83; 1968.

History of arguments pro and con on use of library technicians and efforts to develop programs. Also discusses curriculum, recruitment and pilot projects.

(104) Braverman, M.
[Letter to the Editor] ALA Bulletin, 63: 552-553; 1969.

Comments on Asheim's "Education and Manpower for Librarianship", (3).

(105) Blasingame, R.
[Letter to the Editor] ALA Bulletin, 63: 705-707; 1969.

Another set of comments on Asheim's paper (3).

(106) Tech. Assistant Survey Reveals New Trends. Library Journal, 94: 2716-2717; 1969.

(107) Rosenthal, J.A.
Nonprofessionals and cataloging: A survey of five libraries. Library Resources and Technical Services, 13: 321-331; 1969.

In the 5 university libraries nonprofessionals are performing satisfactorily in pre-cataloging searching, preparing certain catalog records, establishing authority records, correcting discrepancies, filing, etc.

(108) Hoey, E.L.
Establishing a medical library technology program -- The SUNY experience. Bulletin of the Medical Library Association, 57: 151-159; 1969.

Description of a two-year program to begin September 1969 and leading to a degree of Associate in Applied Science. Approved by State University of New York and a joint endeavor of the Upstate Medical Center and the Onondago Community College.

(109) Wasserman, P.
Elements in a manpower blueprint -- library personnel for the 1970's. ALA Bulletin, 63: 581-599; 1969.

Centers around an analysis of six concepts: the librarian, his personality, self-image and expectation; education for the 1970's, identification of the fundamental questions facing librarianship; utilization of personnel, an overdue assessment; organizations, their responsiveness in human and organizational terms to the restructure of the field and of its practice ; leadership and administration, the crucial ingredient in the future of librarianship; and recruitment.

(110) Berthel, J.H.
Twentieth century scholarship and the research library: A marriage of convenience. University of Tennessee Library Lecture, (20); 1968.

New scholarship around the turn of the century was the beginning of the increased demands on university library. Tensions have since developed: specialization, interdisciplinary studies, the use of channels other than the library for information purposes.

(111) Massman, V.F.
Academic library salaries in a seven-state area. College and Research Libraries, 30: 477-482; 1969.

Covers results of a survey in the plains states which shows that personnel is hired whose preparation is below the Masters level but who are called librarians. Also that librarians having two Masters degrees tend to receive approximately the same salary as those with a degree in librarianship only.

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(112) Faculty Status. Library Journal, 94: 4040; 1969.

Announcement of faculty vote at Bucknell University, 1 October 1969, approving inclusion of librarians as voting members.

(113) University of Colorado Libraries Annual Report, 1968-1969, p.9; 1969.

"Granting faculty titles as a symbol of the academic status of the librarians two years ago has begun to have the desired effect on the work and activities of the library staff. The first part of the report described a series of activities that have been stimulated, I think, by the fact that the library staff now feels a part of the faculty group."

(114) Shera, J.H.
"Twelve apostles" and a few heretics. Journal of Education for Librarianship, 10: 3-10; 1969.

A list of admittedly highly personal and subjective books on higher education which Dean Shera regards as providing significant insights into what education for librarianship should be. Singled out as pre-eminent are Cardinal Newman's "The Idea of a University", Whitehead's "The Aims of Education", and Hutchins' "The Higher Learning in America".

(115) Galvin, T.J.
The accreditation controversy: An essay in issues and origins. Journal of Education for Librarianship, 10: 11-27; 1969.

Addresses itself to the problem of determining what, if any, contribution accreditation of library school makes toward the ultimate objective -- the improvement of library service, but limits itself to the inquiry whether accreditation is a constructive or destructive influence, and concludes that the most fundamental questions remain to be asked.

(116) Morris, L.R.
Types of library degrees: An attitude survey. Journal of Education for Librarianship, 10: 28-32; 1969.

A survey limited, unfortunately, to the New England and Middle Atlantic States. Some of the results: 57% of respondents (head librarians in academic institutions) would hire a M.L.S. from a program not accredited by the A.L.A., 41% would hire a B.L.S. Reasons given center mainly on the supposed impossibility of distinguishing between candidates on the basis of an accredited vs. an unaccredited program, or on the importance of other, personal, characteristics which are

not related to accreditation.

(117) College and Research Libraries News, (11): 407; 1969.

Purdue University librarians, as of 1 April 1969, will no longer have the status of "with the rank of" instructor, etc., but will have new titles: "Instructor in Library Science", "Professor of Library Science". Librarians will continue to have tenure as interpreted by AAUP and sabbatical leaves as rest of PU faculty.

(118) Personnel Rules Revised. CU News, 24(49): 4; 1969.

Liberalization of "reduced fee enrollment benefits " and "employee development". "The effect...is to emphasize career development within the University and to broaden the scope of training opportunities available to career staff members."

(119) Volkersz, E.
The grievance -- first step in improved library government. ALA Bulletin, 63: 1566-1569; 1969.

States the need for an effective grievance procedure as part of, or as separate from, tenure.

(120) Postell, W.D.
Library technical assistants -- a must. Louisiana Library Association Bulletin, 32: 35-36; 1969.

Library technicians are needed to free the librarian for professional activities and for professional advancement. The first training course in Louisiana inaugurated because of pressure from hospital libraries.

(121) Haro, R.P.
Collective action and professional negotiation: Factors and trends in academic libraries. ALA Bulletin, 63: 993-996; 1969.

Points to the need for greatly changed librarian-administrator relationship in academic institutions in the direction of democratization and away from the "cult of efficiency." Recent developments move toward

1) the establishment of a librarians' organization to represent them in dealing with administration;
2) guarantee of librarian participation in policy formulation of both library and parent institution;
3) formalization of rules governing employer-employee relationships;
4) achievement of status, voice and voting power within the academic community.

Some of the factors which may have caused this current trend are identified as 1) the increasing impatience with economic inequalities reflected in salaries and apportionment of resources to the libraries by society, 2) the demand for individual recognition, and 3) rise of activism.

(122) White, D.
Academic status: Right or rite? Canadian Library Journal, 26: 287-289; 1969.

With special emphasis on the Canadian experience enumerates a number of librarian activities which in theory require academic status with tenure. Then asks the question whether librarians actually are engaged in this kind of professional life. Finds that shields like "'nine-to-five'day, eleven-month year, and 'budgetary limitations'" serve to prevent (in practice, not in principle) librarians from converting theory into reality.

123) Harris, M.
Achievement of professionalism. Canadian Library Journal, 26: 280-283; 1969.

Yet another attempt to relate librarianship to professionalism by using criteria originally employed by K.R. Andrews (Knowledge, Competent Application, Social Responsibility, Self-Control, Community Sanction). Professionalism must be earned -- in the case of librarianship achieving it depends on the joint responsibility of the library schools and of practitioners.

124) Massman, V.
Considerations regarding faculty status. Mountain Plains Library Quarterly, 14: 7-9, 26-27; 1969.

Questions which Massman responds to are:
1) How and why does academic freedom effect librarians?
2) Is there any harm done to librarians by equating them with the faculty?
3) What relationship is there between faculty status and recruiting?
4) Should faculty status be reserved for "teaching faculty"?

In answering 1) describes the benefits of tenure. Sees some obstacle to recruiting when faculty status cannot be offered (3). With regard to 2) maintains that librarians must guard against double standards. Seems to advocate the justice of schemes which, roughly, equate requirements for the rank of Assistant Professor within a library setting, w
a) a Ph.D. or
b) a Master's degree in a field other than librarianship or
c) a significant amount of graduate study outside of librarianship.

As to 4), maintains that the involvement of the librarian in the teaching process is sufficient for inclusion in the faculty.

(125) Moon, E.
A conspiracy against the laity? Texas Library Journal, 45: 61-71; 1969.

In his usual atypical (unfortunately) library prose tells what professionalism in libraries is not and manages to come up with some gems: "In many libraries it appears to take some large but undefined number of professionals in administrative, technical or consultative areas to maintain a part-time clerical assistant in direct touch with the reading public." And "Much of the debate... is futile nonsense and ignores the essential problem, which is one of identity rather than image. It is not that people think of librarians as this or that; the problem is that in the main they do not think of librarians at all."

(126) Status of California State College Librarians. American Libraries, 1: 57-59; 1970.

Reports latest developments from the California front (cf. (83)) and cites recommendations of the ALA Committee appointed as mediator. Recommendations: "Full faculty status as expeditiously as possible" (with all deliberate speed?), "and with ascription of rank and class"; 12-month appointment; salaries whose minimums are the same as for teaching faculty and supplementary salaries because of longer period of service (i.e., per calendar year); liberal provisions for time off for advanced study, etc.

(127) L.A. Library Union Opposes Commission. Library Journal, 95: 112-113; 1970.

Local union opposes Library Commission proposals considered detrimental to the importance of the professional staff.

(128) Brooklyn Library Union Wins Promotion Changes. Library Journal, 95: 113; 1970.

Brooklyn PL administration's proposed procedures for promotion changed in accordance with Union demands.

(129) Josey, E.J. and Blake, F.M.
Educating the academic librarian. Library Journal, 95: 125-130; 1970.

As University changes so must the Librarian and the library, e.g., change of a hierarchical organization to a collegial one; subject competence and knowledge of research methodology to be acquired by librarians; recognition of the librarian as a professional colleague of the faculty and exercise of faculty responsibilities by the librarian.

(130) Smith, E.
Academic status for college and university librarians -- problems and prospects. College and Research Libraries, 31: 7-13; 1970.

Justification for faculty status for librarians seen in assuming responsibility for information demands and problems, similar to argument in UW report. Emphasis on routine aspects of library operations and institutional goals have led to alignment with nonacademic segment. Talking on necessary functions like instruction, e.g., in library research, bibliographic scholarship, collection development are positive elements. Obstacles exist when professional service function is not primary, supervision of professional activity is not abandoned, decision-making is not in the hands of the individual expert. Also the fact that the profession is not always successful in attracting the kind of individual who will involve himself with the rest of the academic community not as a handmaiden but as partner. Lastly, a change in education for librarianship would be helpful.

(131) Moriarty, J.H.
Academic in deed. College and Research Libraries, 31: 14-17; 1970.

"I urge full academic rankings by title based on qualifications and performances which merit them, as the correct and only finally satisfactory goal." Regards any other decision as a detrimental half-way measure. No doubt at all about ability of librarians to carry on academic activities, "the readiness, the provisions, the arrangements, the flexibilities, both personal and intro-departmental, may well be something else." The Director of Libraries role in matters relating to these is influential.

(132) Wright, J.
Fringe benefits for academic library personnel. College and Research Libraries, 31: 19-21; 1970.

Survey based on 65 responses (out of 120) finding, once more, that benefits are varied and limited.

(133) Cassata, M.B.
Teach-in: the academic librarian's key to status? College and Research Libraries, 31: 22-27; 1970.

Results of a survey polling membership of ARL. Fifty-five responses (77.5%) indicate only 2.75% of total professional FTE staff do any formal teaching.

(134) Mleynek, D.
Professional unions. SORT, 30(1); 1969.

Justification for and program of a professional library union. Contends that polarization of library administrators and staffs and confrontations need not take place.

(135) Carroll, C.E.
The professionalization of education for librarianship with special reference to the years 1940-1960. (Abstract of Ph.D. dissertation) Dissertation Abstracts, 30: 2052-A; 1970.

Identification of forces which contributed toward this goal.

(136) Academic Status. Library Journal, 95:450; 1970.

University of New Mexico grants librarians full faculty status and rank, with voting rights, committee membership, tenure.

(137) Goldstein, M.S.
Collective Bargaining in the Field of Librarianship. New York, 1969. 168 p.

Intends to carry forward the history of library unionization from Berelson's 1939 study. Based on a survey of 154 U.S. libraries with more than 500,000 volumes and concerned only with collective bargaining for professional staff.

(138) Non-Senate Academic Personnel Layoff Policy. CU News, 25 (6): 2, App. p. 1-2, 1970.

New University of California policy regulating practices when such personnel (including librarians) are to be laid off due to lack of work or funds. Of interest: order of layoff for staff in the same rank and category in the same administrative unit is to proceed first on the basis of relative individual performance, second on the basis of seniority.

(139) Ingraham, M.H. "The Director of Libraries." In: The Mirror of Brass, p. 199-210; 1968.

Relations to Administration, status, authority of, and comments, by directors of academic libraries.

(140) Polcn, M.
What are you doing after the protest? California Librarian; 31:18-21, 1970.

"... unless (academic) libraries are prepared to make drastic changes in their approach to those who use them and to those who serve the users, that is, to accord more respect to the people who use and who work in libraries... the library will have become obsolete."

(141) Davis, B.H.
The importance of tenure. AAUP Bulletin, 55: 427; 1969.

Counters some of the arguments against tenure, particularly about the supposed fact that it is unnecessary for able men.

(142) Wimble, B.L.
No more shortage? Library Journal, 95: 607; 1970.

Letter to the editor reports on experiences indicating that the "Urban Library Job Market" is shrinking rapidly and asks for a study in depth.

(143) Endore, M., ed.
Goals for UCLA Librarians; papers presented at a conference held on February 1, 1969, under the sponsorship of the UCLA Librarians Association. Los Angeles, Librarians Association University of California, 1969.

Brief papers by Tallman, Kaye, Blake, Volkersz, Armstrong, Thornbury, Endore, Moore, Friedgard on various aspects germane to the recent struggle of UCLA librarians for full faculty status. Papers are concerned with salaries, peer evaluation, tenure, grievances and appeal procedures, workload, staff composition, sabbatical and other leaves, Academic Senate membership and faculty rank, the fate of incumbents.

(144) Minutes of the Faculty Meeting on March 12, 1970. University of Oklahoma Libraries, p. 1, 1970.

Librarians, having operated as a faculty for over a year, commented on some of the benefits which had been observed: Library was able to attract more research-oriented and better qualified librarians; more individual research seems to have been encouraged; members appear more interested in developing subject expertise; and communication with faculty members in other departments is improving.

(145) Washington (State) Senate. 41st Legislature. 2nd Extraordinary Session. Senate Bill no. 288. Read for first time January 17, 1970.

An act relating to community colleges (amending Laws of 1969) which extends the definition of "Faculty appointment" hitherto confined to teachers, counselors, librarians (and others) to "department heads, division heads and administrators to the extent that such (individuals) have had or does (sic!) have status as a teacher, counselor, or librarian."

(146) Canadian Association of College and University Libraries. Position Classification and Principles of Academic Status in Canadian University Libraries. 24 p.; 1969.

Summary of basis of selection, qualifications, responsibilities, duties, advancement of the various ranks of librarian, library specialist and library assistants as accepted by the Canadian Association.

(147) LAUC 1970 -- Progress Report No. 1. CU News, 25 (11): 2; 1970.

Summary of activities of the Librarians Association of the University of California (Berkeley) during the first two months of its existence. Accomplishments include - work with the Director of Libraries by the Committee on Appointment, Promotion and Advancement on pending appointments; establishment by the Executive Committee of guidelines relating to appointment policy which have been approved by the Director; submittal of guidelines on promotion, advancement, grievance and appeal, draft by the Committee on Academic Purpose of a report relating to library service in the areas of collecting, public service, faculty relations, library operations and library staff development.

(148) University of Washington Center for Development of Community College Education. The Library Technician and the American Junior College: An Annotated Bibliography. 2nd. ed. 1969. (Occasional Papers, no. 14).

Twenty-nine page listing in two sections - 1) for the administrator and the librarian, 2) for those concerned with library technicians in the Health Sciences.

(149) Bundy, M.L. and Wasserman, P.
The College and University Library Administrator - Technical Data Summary; Preliminary Analysis. 1970.

Results of a questionnaire, reporting, among others, on such questions as whether librarians have full academic status and rank (53.2% affirmative), whether there has been recent dissatisfaction relative to status (37.3% yes of which 39.0% were attributed to lack of full faculty status and benefits). 59.8% agreed and 15.6% of administrators disagreed with the statement that "Librarians have accepted low salaries far too long." 84.0% agreed and 4.4 disagreed that "A technician level is needed in libraries to relieve the time of the professional."

(150) Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments; a Report of Committee A on Academic Freedom and Tenure. AAUP Bulletin: 56: 21-29; 1970.

A discussion document and comment thereon regarding the need for statement of adequate procedures concerned with the matter of renewal of faculty appointments and the protection of the probationary faculty member.

(151) Committee Z: Preliminary Average Compensation Scales 1971-72. AAUP Bulletin 56: 49-51, 1970.

Scales used in rating institutions on the basis of 9-month basis "average compensation" (salary plus fringe benefits).

(152) Goode, W.
"(Librarianship)"In: Professionalization, ed. by H.M. Vollmer and D.L. Mills, Englewood Cliffs, N.J., Prentice-Hall, p. 34-43, 1966.

Maintains that two traits are common to every definition of "profession": 1) prolonged specialized training in a body of abstract knowledge, 2) collectivity or service orientation. Refers to Leigh's 1950 statement that librarianship is a "skilled occupation on its way to becoming an organized profession" but believes the goal will not be achieved, in spite of initial advantages, e.g., attachment to learning, service orientation, training in professional schools, membership in professional associations, absence of subordinate status to another group in the same organization, and uniqueness. The difficulties arise from the failure to develop a general body of scientific knowledge, from the public's disbelief

in the possession by librarians of such knowledge as they do possess, from the failure of drawing a generally understood dividing line between what may be professional and what is non-professional, and from the early inclusion of (generalized) administrative positions into the career line of librarians. Goode concludes "If an occupation is not allowed to control itself in a central matter, and need not be controlled in others, it will not be granted high prestige for its moral stature, nor will it even assert its right to that grant."

(153) Report of the LAUC Committee on Academic Purpose - Part I. CU News, 25 (17): 9; 1970.

Contains guidelines for LAUC Committee on Public Service, whose creation (among others) was advocated to the LAUC Executive Committee in the final report of the LAUC Committee on Academic Purpose (Peek Committee).

(154) Faculty Status. Library Journal, 95: 1692; 1970.

New Jersey Library Association strongly supports full faculty status for academic librarians.

(155) Minutes of the Faculty Meeting on May 21, 1970, The University of Oklahoma Libraries, p. 1-2; 1970.

Mainly concerned with the composition of the "A" Committee, e.g., all or only tenured members of the Library faculty, representation by technical and public services, etc.

(156) Vickery, B.C.
Techniques of information retrieval. Hamden, Conn. Archon Books, p. 15; 1970.

Advances thesis that "problems of documentation are too great to be tackled solely by the part-time efforts of people engaged on research and development...Universities and colleges will have to teach...the techniques of the information search...All too rarely are librarians in universities and colleges qualified to give research students an insight into the detailed pattern of scientific literature."

(157) Lyle, G.R.
The Librarian Speaking; Interviews With University Librarians. Athens, University of Georgia Press; 1970.

Pertinent interviews with

(157a) Robert B. Downs (vd. p. 35-37) who believes that significant progress has been made in achieving faculty status.

(157b) David Kaser (vd. p. 69-70) maintaining that librarians are developing a stronger professional sense than before, and that there exists a great need for continuing education and involvement of staff at more levels in decision making.

(157c) Robert A. Miller (vd. p. 107-113) who emphasizes the importance for the Head Librarian of understanding the authority under which he operates, and of clarifying policies in relation to the Administration as a constant enterprise.

(157d) Rutherford D. Rogers (vd. p. 115-121) expressing thoughts on the dichotomy between librarians and faculty, on unionization, on decision making, and on personnel policy.

(157e) Eldred R. Smith (vd. p. 151-162) talking on LAUC, library schools and university library contributions to the academic community.

(157f) Robert G. Vosper (vd. 180-181) and participatory administration as regards the relationship of the library to the university.

(158) Muller, R.H.
Institutional dynamics of faculty status for librarians. In: The Case for Faculty Status for Academic Librarians, ed. by L.C. Branscomb (ACRL Monograph no. 33) Chicago, ALA, p. 30-41; 1970.

Discussion centers on advantages to the university resulting from faculty status granted librarians (professionalization, productivity, identification, compensation, tenure) and on "countervailing forces" (faculty opposition, competition from similar groups for like recognition, possibility of added cost, "unequal partnership".

(159) Muller, R.H.
Principles governing the employment of nonprofessional personnel in university libraries. In: The Case for Faculty Status for Academic Librarians, ed. by L.C. Branscomb (ACRL Monograph no. 33) Chicago, ALA, p. 104-106; 1970.

Lists important conditions contributing to a favorable employment situation.

(160) The Status of California State College Librarians. In: The Case for Faculty Status for Academic Librarians, ed. by L.C. Branscomb (ACRL Monograph no. 33) Chicago, ALA, p. 88-94; 1970.

Report of an ALA ad hoc committee appointed by William Dix recommending unanimously that professional librarians in the California State College system be granted full faculty status, an adjustment be made in their salaries, and that their professional growth be aided.

(161) Status of College and University Librarians. In: The Case for Faculty Status for Academic Librarians, ed. by L.C. Branscomb (ACRL Monograph no. 33) Chicago, ALA, p. 107-110; 1970.

Report by the Committee on Academic Status of ACRL's University Libraries Section recommending that academic (i.e. faculty) status be extended to librarians. Lists reasons for such a move and obligations involved in faculty status.

(162) The University of Oklahoma Libraries, Annual Report, 1969/70. 1970.

Director's report expressing satisfaction with the results of three years of faculty status for librarians at Oklahoma.

(163) University of Colorado Libraries. Annual Report, 1969-1970. 1970.

Includes account of the variety of activities engaged in by the Library Faculty.

(164) University of Pittsburgh. Annual Report, 1969/70. 1970.

Details of the faculty status granted librarians during the report year; including voting membership in the University Senate, "continuing employment" and sabbatical leaves.

(165) Pennsylvania State University. Annual Report, 1969/70. 1970.

Names first librarians to receive tenure since P.S. Librarians received faculty status in 1967.

(166) Rating Scales of Average Compensation, 1970-71. AAUP Bulletin, 56: 144; 1970.

Committee Z's table for the ranks of instructor to professor ("compensation is equivalent to salary plus fringe benefit").

(167) Baumol, W.J. and Eymonerie, M.
Rising costs and the public institutions; the annual report on the economic status of the profession 1969/70. AAUP Bulletin, 56:174-239; 1970.

Compensation levels for report year grew less than 2% in terms of purchasing power, due to inflation. Only 43.1% of participating institutions increased real faculty salaries by at least 1%. Analysis of various factors, prognosis, and 17 tables.

(168) Brown, R.S., Jr.
Upholding professional standards in the 70's. AAUP Bulletin, 56: 118-122; 1970.

Goals of the profession. Among these: shared authority in government of academic institutions with increased accomodation "to the rapid emergence of students as participants in academic government." Warns colleagues about possibility of finding themselves thin slice of salami in sandwich between thick chunks of administrators and students. Librarians not mentioned as either salami, bologna or mustard.

(169) Report of the LAUC Committee on Academic Purpose - Part V. CU News, 25 (21): 2-3; 1970.

Final section of Peck Report: Guidelines for LAUC Committee on Faculty Relations. Functions of this committee to be: identification of problems in librarian-faculty relations; solicitation of responses from faculty; discovery of methods of communicating with faculty and of improving understanding of faculty problems by librarians; investigation of possibility of having non-voting LAUC observers on faculty committees and of involving faculty in LAUC committees; identification of library-minded faculty members.

(170) Council on Library Resources, Inc.
The Economies of Librarianship in College and University Libraries, 1969-70; a Sample Survey of Compensations, by P. Heim and D.F. Cameron. 1970.

Tables of compensation and increase of these for various ranks and titles lead to three conclusions 1) too few high paying positions, 2) highest level positions to which majority may aspire offer dim prospects for adequate compensation; 3) imbalance between compensations of faculty and librarians.

(171) Academic Status. Library Journal, 95: 2414; 1970.

SUNY announcement of "full" academic status for librarians, including tenure and membership in academic senate.

(172) CCNY Library Group Asks ACRL Support. Library Journal, 95: 2412; 1970.

Library Association of the City University of New York (LACUNY) asks ACRL to pass resolution in support of full faculty benefits to CCNY librarians.

(173) Staff Personnel Salary Range Adjustment. CU News, 25 (26): 1; 1970.

Library Assistants range adjustment from $435-$530 to $457-$556 at low end, from $676-$821 to $710-$863 at top.

(174) Le Faculty C'est Moi. Library Journal, 95:2606; 1970.

"The professional staff of Temple University Libraries has declared itself to be a faculty; support has come from the Senate Library Committee, which has unanimously endorsed the principle of faculty status for librarians."

(175) Blake, F.M.
Faculty status, where it's at. American Libraries, 1:767-768; 1970.

Explains why demands connected with faculty status should be granted. Exhorts library associations to support librarians in this fight and castigates ALA Council for defeating motion passed three separate times by overwhelming majorities of membership.

(176) Logsdon, R.H.
The librarian and the scholar: eternal enemies. Library Journal, 95: 2871-2874; 1970.

Contrasts individualistic needs (selfishness?) of faculty member with librarian's obligation to serve the whole community.

(177) Miscellany. College & Research Libraries News, (8) 254-255; 1970.

Proposal to give full faculty status to U. of Rhode Island librarians approved by nearly unanimous vote in Faculty Senate. Had originated in local AAUP chapter, been referred by Faculty Senate to its Library Committee which worked closely with the Library Administration and Faculty. Perhaps a lesson here.

(178) 1971 California Salary Survey. 3 p. 1971.

Approximately 30 libraries reporting. University of Washington close to bottom in most categories.

(179) Association of Research Libraries.
1969/70 Salary Survey. 6 p. 1970.

University librarians (5,428) median salary $9,700; national, public and special librarians (2,951) median salary $11,300. Beginning salaries (1970-71) range from $5,500 (Tulane) (next lowest: $7,000 at Alabama) to $9,000 (N.Y.).

(180) ACRL Academic Status Committee Proposes Standards for Librarians. College & Research Libraries News, (9): 269-272; 1970.

"...college and university librarians must be recognized as equal partners in the academic enterprise, and they must be extended the rights and privileges which are not only commensurate with their contributions, but are necessary if they are to carry out their responsibilities." Committee urges adoption by ACRL and ALA of a standard related to self-determination, compensation, tenure, promotion, leaves, research funds, library governance, university governance, academic freedom (similar to UW Report of October 1968). To implement standards ACRL and ALA will publicize standards, seek to have them formally adopted, investigate violations and invoke sanctions where necessary.

Committee recognized that assaults on such status at some campuses added urgency to its work and recommended that to prevent further erosion an ACRL full time staff is required for educational mission to universities.

(181) Tenure Investigation: Library Administration Division's Report Concerning Non-renewal of Contracts of Five Librarians, University of Missouri Library. American Libraries, 1: 983-984; 1970.

Spells out issues of controversy and while not in a position to support librarians' case, recommends improvement in policies, specifically that Personnel Organization and Procedure, 2nd. ed. (ALA, 1968) be used as guidelines in the future.

(182) Hoff, R.H.
Academic status at the University of Minnesota Libraries. 1 p., 1970.

UM Libraries have over 100 faculty members (75% of staff, others are usually beginning librarians), 5 members on University Senate. No distinction between library and other faculties. Major benefit: "ability to attract well qualified, academically strong librarians, increasingly with two master's degrees."

(183a) Berry III, J.
Too many of us or too few (editorial). Library Journal, 95:3711; 1970.

Raises questions about end of manpower shortage in librarianship. Was dependence on federal funds wise? Should entry into profession be controlled? What role for library union and staff associations? Will there be a decline in salaries? What is the real nature of the job shortage?

(183b) Hendershott, C.
The job crisis: Proofs and prescriptions. Library Journal, 95: 3735-3738; 1970.

Sketches preliminary findings which have caused the so-called library shortage to be exposed as a myth, and discusses implications of tight job market for recruiting, training and placement.

(183c) Gwinup, T.
The job crisis: causes and consequences. Library Journal, 95: 3739-3740; 1970.

Sees primary causes in ever-increasing enrollments in library schools and in conservative, "library service" attitude [service must be provided at any expense, including that of the profession].

(183d) Brose, F.K.
The job crisis: Layoff in California. Library Journal, 195:3741-3744; 1970.

Blow by blow description of the crisis at San Diego State College, July 1970. Handicap of separate "academic" status when this means not being on sure footing with teaching faculty. Question raised: would situation have been different, if librarians had been members of University Federation of Librarians; American Association of Teachers, AFL-CIO?

(184) Salary Surveys. ALA/SRRT Task Force. Status of Women in Librarianship. Newsletter, (2): 1-2; 1970.

Repeats two surveys showing salaries by sex - SLA's 1970 one and Anita Schiller's study of 1969.

(185) Library Staffs Vote for Union. Seattle Times, A-16; 2 Dec. 1970.

Report of successful election resulting in librarians at Seattle Public Library being represented by Washington State Council of County and Municipal Employees.

(186) After the Spring: The University Senate. Columbia Reports, 4(5): 4-5, 1970.

Composition of the Columbia Senate: 101 members of whom two represent librarians.

(187) Johnson, B.
(Letter to the Editor) College and Research Libraries News, (2): 35-37; 1971.

Comments by a member of ACRL'sAcademic Status Committee on standards for academic librarians, representing a November 1970 revision of the version presented in an earlier issue of CRL News (cf. no. 180). If adapted by ACRL members "success will depend upon the cooperation and active support of all academic librarians."

(188) Foskett, D.J.
Informatics. Progress in Documentation, 26: 340-369; 1970.

"If libraries and information services are to play any part in this process [i.e., determining whether a hypothesis is actually, not merely subjectively new]... then it is essential that they should regard themselves as an integral part of the process, and not some other compartmented expertise, with its own laws, dedicated merely to increasing the quantity of material processed. Research workers are unlikely to turn to us for help if they feel, as many certainly do, that we, for our part, cannot be expected to have or cultivate an understanding of their problems when we are so manifestly preoccupied with those of our own invention. A wider perspective is therefore essential..." "In raising Informatics to the level of a social science, however, we have to look at the information science/library system in a new light: not only as an integrated and self-contained whole, in isolation (a legitimate study, of course), but as an integrated whole which forms a unit in a wider network of units, which together then form another, more complex, whole - the communication system by which Knowledge circulates."

"The fact that many scientists...do not regard libraries as among the most important sources of information indicates that they... probably [do not] realize the full extent of the literature available that would help them."

"Norman W. Stover and Talcott Parsons... urged the need for much closer collaboration between academics and information specialists, in order to help academics out of the narrowmindedness into which the pressures to specialize...are pushing them. This required, they said, that the information specialists should learn more about the nature of academic subjects, so that they would be acceptable as colleagues with a characteristic contribution to make."

(189) N.J. College Librarians May Lose Faculty Status. Library Journal, 95: 4088; 1970.

Governor Cahill's attempt, on the basis of the Hay Report (management consulting firm) recommendation, to deprive librarians of faculty status and to reclassify them in civil service positions.

(190) ALA Investigating Team Slaps U. of Mo. Wrist. Library Journal, 95: 4211; 1970.

Comments on the investigation resulting from firing of five librarians at University of Missouri (cf. no. 181).

Minutes of the Faculty Meeting on December 17, 1970, University of Oklahoma Libraries, p. 1; 1970.

Discussion on appropriate titles to be considered for U.O. librarians.

(192) DeWeese III, L.C.
A paradigm of commitment; toward professional identy.. Special Libraries, 61: 541-550; 1970.

"In order to gain the full professional recognition and autonomy that it deserves, librarianship must develop a new awareness and conception of itself and its potential. Its definition of "service" must change. Librarians must develop an integrated set of common values at a field level and be willing to live by them, even if conflict is the result. They must think of themselves as a collectivity instead of a collection of individuals under a professional guise. Their present values must change from tacit implicit ones of individuals to overt, explicit values of the field."

(193) Missouri Librarians Set Status Criteria. Library Journal, 96: 19; 1971.

Specifications for faculty status prepared by the Missouri Association of College and Research Libraries of the Missouri Library Association in a Position Paper on Faculty Status for Missouri Academic Librarians. Distribution made to all academic deans, presidents and librarians of Missouri colleges and universities. Details not very different from elements described in UW 1968 report.

(194) Blake, F.M.
Changing libraries? California Librarian, 32: 26-28; 1971.

One of the changes which seem to be called for, although author doubts that academic libraries will make this change without pressure, is the transformation from a hierachical to a collegial type of organization.

(195) Volkersz, E.
Librarianship - the human aspect. California Librarian, 32: 20-25; 1971.

Review of personal involvement in issues, in response to the editors' request for "...thoughts on the realities, meaning hopes, and bitter frustrations of a librarian-activist."

(196) University Librarian Plans Resignation. California Librarian, 32: 14-19; 1971.

James Skipper, responding to a question during an interview, comments equivocally on demands for increased status by U of Cal librarians.

(197) Academic Status of Professional Librarians at M.I.T. 1 p. 1971.

Summary statement of conditions of employment: librarians are academic staff, not faculty. No tenure, no sabbaticals, but there is access to research grants and contracts on same basis as faculty.

(198) Roth v. Board of Regents of State Colleges and Roger E. Guiles. U.S. District Court, Western District, Wisconsin, March 12, 1950. 310 Fed. Suppl. 972.

Concerns non-retention of instructors without tenure. May have implications for librarians. Attempt by Court to provide rule allowing non-retention which does not merge tenure and non-tenure cases while yet protecting individuals. "To be more direct, in applying the constitutional doctrine, the court will be bound to respect bases for non-retention enjoying minimal factual support and bases for non-retention supported by subtle reasons."

(199) Minutes of the Faculty Meeting on 12 January 1971, University of Oklahoma Libraries, p. 2; 1971.

Vote favors the title of Professor (or other appropriate rank) of Bibliography for Library Faculty (to be approved by University Administration). Grievance procedures to be discussed at a later meeting. Also discussed procedures for filling vacancies from retirements.

(200) Etzioni, A.
The need for quality filters in information systems. Science, 171: 133; 1971.

"Information circulation and retrieval systems are very small in number, usually supported by public funds, and carefully controlled. It is here that quality control... can and should be introduced." Seems to indicate a highly valuable role for librarians to consider - most likely in cooperation with the rest of the scientific community.

(201) Academic Staff Review. CU News, 26(3): 1-2; 1971.

Description of new procedures to be employed for the first time in promotion of librarians for the 1971/72 academic year, involving CAPA (the Committee on Appointment, Promotion and Advancement).

(202) LAUC-B 1970 -- A Review of the Past Year. CU News, 26(3): 4-5; 1971.

Three major policy statements: redefinition of Librarian series for Administrative Manual, guidelines for appointment, advancement, promotion and review, and the Peck Report (on library service). Appointment of CAPA (cf. no. 201), and of members of five LAUC-B (B for Berkeley) standing Committees. "Unquestionably their success will be proportionate to their persistence." Greatest disappointment: failure to gain recognition.

(203) CAPA and the Appointment Process. CU News, 26(6): 1-2; 1971.

Description of the role of the Committee on Appointment, Promotion and Advancement in filling vacancies.

(204) Academic Status. College and Research Libraries News, (2): 38, 41; 1971.

A position paper, the first of a series, this one by Norman D. Stevens (U. of Connecticut) on the "Work Week".

(205) [Resolution in Support of the Restoration of Faculty Status to the Librarians of the State Colleges of New Jersey] College and Research Libraries News, (2): 33-34; 1971.

Approved by the ACRL Board of Directors. (cf. no. 189)

(206) Academic Status. College and Research Libraries News, (3): 68; 1971.

Account of controversy between Brooklyn College librarians (who have full faculty rank and status) and President Kneller on his firing of evening librarians, his insistence on staggered schedules and his freezing of library personnel actions until librarians declared themselves ready for acceptance of these demands. Involvement of Faculty Personnel and Budget Committee resulted in their recognition of correctness of librarians' view and their action in helping President save face.

(207) Summary of Other Executive Committee Actions of February 22, 1971. Agenda for the University of Washington Senate Meeting of Thursday, March 4, 1971, p. 8; 1971.

Senate Executive Committee agreed to accept,"for referral to the Vice President for Academic Affairs and Provost, the recommendations of the Faculty Council on Faculty Affairs with respect to the status of librarians, and in addition, to ask the Study Committee of the University of Washington to consider the role of staff members such as librarians in the matter of University governance." Faculty Council on Faculty Affairs regarded faculty status as not being appropriate for librarians, thus rejecting the 1968 Report of the Library Ad Hoc Committee on the Status of Librarians which had asked for such recognition.

(208) [Research Grants] University of Oregon Library Staff Bulletin, (1241): 1; 1971.

Lists research grants received by members of the Library Faculty.

(209) Nyren, K.
Personnel work: Third force? Library Journal, 96: 767; 1971.

"Today's and tomorrow's growing needs for a highly productive cadre of information handlers will not permit the wastage of our primitive ways of organizing librarians. A new way must be found, and it will probably not be by simply taking away authority from administrators and giving it to librarians, with all the attendant legal battles, picketing, strikes, grievance procedures, and so forth. One step toward new ways, however, might well be taken...subsidize the operation of a group or organization which will approach personnel administration from a "third force" position?"

(210) Breivik, P.S.
Beyond full-time faculties. Library Journal, 96: 1197-1199; 1971.

Makes a case for the employment of part-time instructors in library schools in order to improve the quality of the faculty and thereby the quality of instruction.

(211) ALA Adopts Equal Opportunity Resolution [and] Candidates for ALA Council Polled. ALA/SRRT Task Force on the Status of Woman in Librarianship Newsletter, (3): 2-6; 1971.

Resolution calls for ALA action to equalize salaries and opportunities for employment and promotions. ALA Council candidates were polled regarding their opinion on this policy.

(212) Pierson, R.M.
The proposed Standards for Faculty Status: A dissenting opinion. College and Research Libraries News, (5): 121-125; 1971.

Advances as a more acceptable standard to that published in C & RL News (cf. no. 180) the statement developed by the Maryland Library Association (appended). Detailed criticism of all except standards 5-9. Three general questions concerned with character of standards and their impact.

(213) Academic Status. College and Research Libraries News (5): 125; 1971.

Library Faculty of University of Louisville unamiously endorses Proposed Standards (cf. no. 180) and advocates their prompt adoption.

(214) Report to the Membership-ACRL Committee on Academic Status. College and Research Libraries News, (6): 153-154; 1971.

Proposed standards had been approved by ACRL Board in Detroit. Committee reviewed standards in November 1970 and made revisions on basis of comments received, then held two meetings during ALA Midwinter in Los Angeles, making minor changes at the first of these and directing the Chairman to submit the document to the ACRL Board which approved it on 18 January (cf. no. 215) There follw reports on resolutions on the Brooklyn ( cf. no. 206) and New Jersey (cf. no. 205) cases. Contact with the American Association of Colleges and the AAUP was fruitful and resulted in a rewording of the standards with greater impact and with a potentially wide support. Membership in Dallas to be presented with both versions with Committee advocating acceptance of newer of the two.

(215) Standards for Faculty Status for College and University Librarians; A Proposal of the Academic Status Committee of the Association of College and Research Libraries. College and Research Libraries News, (6): 170-172; 1971.

Revised version of earlier draft (cf. no. 180).

(216) Academic Status. College and Research Libraries News, (6): 173-174; 1971.

Suggestions on standards made to the Academic Status Committee by a group of librarians at a meeting 24 November 1970. Also letter to the Chairman by Alvin Skipana objecting to the inclusion of requirements of two masters' degrees.

(217) **Granting of Academic Status.** College and Research Libraries News, (6) 174; 1971. (Also Library Journal, 96: 1918; 1971.)

Board of Regents approved faculty status for librarians at University of Rhode Island effective 1 July 1971. Also extended similar status to librarians at Rhode Island College and Rhode Island Junior College. Ranks: Professor (Assoc. Prof., Asst. Prof.) in the Library, Assistant Librarian. Requirements: Advanced degree in library science plus masters in subject area discipline or equivalent professional experience. By 1 July '73 faculty rank librarians are to have achieved salary levels at least equivalent to minimum for their academic rank. "The recommendation was brought to the board by President Baum who approved a bill of the faculty senate. The senate had endorsed a report by its library committee last May 28 saying that librarians are an organic part of the university community and can best function when they are rightly recognized as professional members of the faculty."

(218) Frarey, C.J. and Donley, M.R.
Placement & salaries, 1970: The year that was not what it seemed. Library Journal, 96: 1937-1941; 1971.

A year of discontent, yet authors firmly maintain that "Cassandras were wrong. The extent and the patterns of employment and salaries in 1970 are remarkably similar to those of previous years, and while employment may have been a bit more difficult to find, it was not impossible to locate good positions at good salaries." Good news for some! 1970 salaries improved by almost 6% over 1969, a smaller gain however. Most typical beginning salary was between $8,000 and $8,500, mean $8,611 and median $8,275.

(219) LJ Salary Survey Results: $8611 New National Mark. Library Journal, 96: 1915-1916; 1971.

Reports also on another survey by ALA's LAD: Average full-time salary of an ALA member with an M.L.S. degree - $11,103, heads of libraries - $13,845. Number of members queried: 18,120.

(220) Horn, R.
The divine right of kings. American Libraries, 2: 625-629; 1971.

Professional commitment must be taken seriously by librarians. Comments in this vein on professional-clerical division of labor and education for librarianship.

(221) Tudor, D.
[Job crisis] Letter to the Editor. Library Journal, 96: 2024-2025; 1971.

Gives some of the reasons for job crisis: 1) "Minimum standards are a joke", 2) decrease in government funds, 3) drive for higher salaries, 4) rise of library technicians, 5) reluctance of librarians in accepting "rural" jobs. What can be done? Find more money, enforce minimum standards, reduce library school enrollment.

(222) Beard, J.R.
[Sad plight for status] Letter to the Editor. Library Journal, 96: 2022; 1971.

Hay Report became a reality for N.J. librarians on 20 November 1970, losing faculty status and tenure rights. Legal action advocated. Resignations have begun.

(223) Rules of the University of Oklahoma Libraries Faculty. 9 p. Rev. 1971.

Compilation of rules as they evolved at Faculty meetings from 1968 on.

(224) CAPA: Final Report on Promotions. CU News, 26 (35): 2; 1971.

Of 65 librarians having reached top of their ranks, 33 were reviewed, 6 others also reviewed. Of the 39, 37 had been recommended by department heads, 2 had initiated their own reviews. 29 were approved, 9 were not approved, split vote on 1. Library Administration granted 25 promotions (one of these not approved by a review committee, one was a split vote).

(225) Faculty Status for Librarians. [Report of Annual Fall Meeting, Washington Community College Librarians and Media Specialists] p. 4; 1971.

CLAMS went on record as supporting faculty status for all college and university librarians.

(226) Blake, F.
The useful academic librarian. Library Journal, 96: 3731-3733; 1971.

Present librarian types don't seem to be doing much good, whether revolutionary or conservative. We can be useful, even if we can never be essential, by learning how to become scholars (in an area of real social concern), and by teaching in the classroom and in the library. This requires that we know something and that we insist that library and university administration let us do what we know how to do.

(227) Stone, E.W.
Factors Related to the Professional Development of Librarians. Metuchen, N.J., Scarecrow Press; 1969.

Results of a study undertaken to determine those factors which stimulate and those which deter professional development activities.

(228) Beede, B.R.
[Academic status] Letter to the Editor. College and Research Libraries News, (11): 326-327; 1971.

Expresses appreciation of ACRL approval of standards for faculty status omitting educational requirements. "Library faculties should make their own decisions on academic qualifications, that these faculties should keep their standards flexible, and that those writing such standards should try to determine the social consequences their decisions may have."

(229) Josey, E.J.
Faculty status for librarians. Library Journal, 96: 1333-1336; 1971.

Agrees with Blake (cf. no. 175), adds that "academic librarian ...is the only unfettered clear voice of the aspiration of the academic community...the entire student body is his class. He is the colleague of all faculty members, for he works in an interdisciplinary mode." Reviews advances, innovations and setbacks in this area. Refers to such new administrative patterns as rotation of department heads (Cal. State College at Fullerton). Academic librarians are warned against five dangers: 1) acceptance of steroetype, 2) ideological constraint ("I don't teach, therefore, I don't deserve faculty status") 3) involvement in clerical routines, 4) resistance to change, 5) rigidity.

(230) At the Brink: Report on the Economic Status of the Profession, 1970-71. AAUP Bulletin, 57: 223-285: 1971.

"The news this year, in brief, is worse [cf. no. 167]...The increase in real terms compared to the C[onsumer] P[rice] I[ndex]...was barely noticeable; this was, on average, a year of standstill. But standstill on average means that many of the members of our profession have suffered decreases in their real income."

(231) Firkin, M.W.
Collective bargaining and university governance. AAUP Bulletin, 57: 149-162; 1971.

Mainly concerned with "impact of negotiations on the traditional exercise of faculty prerogatives." Proceeds by careful analysis of the Statement on Government of Colleges and Universities, and of factors involved in bargaining. Extensive bibliography.

(232) The Role of the Faculty in Budgetary and Salary Matters; A Report by Committee T. AAUP Bulletin, 57: 187-190; 1971.

Report is the result of growing faculty concern over its role in budgetary planning and development of policies on faculty salaries. Refers to the 1966 Statement as a basic document.

(233) Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments. AAUP Bulletin, 57: 206-210; 1971.

Adopted by Association at its 1971 meeting.

(234) Standards for Faculty Status Approved. College and Research Libraries News, (8): 217; 1971.

At Dallas meeting ACRL membership "Overwhelmingly voted to accept as a working document the Standards.." deleting on recommendation of Academic Status Committee Section Four, on education. Standards will become basis for discussions with AAUP, AAC and other organizations. Also passed a resolution to have ACRL Board secure funding for establishment of an office on academic status at ACRL.

(235) Ohio State University.
Report of the Director of Libraries for the Fiscal Year 1970-1971, ending June 30, 1971. 1971.

"Since 1963 all librarians have been accorded rank and title ranging from instructor through professor of library administration. Preliminary to and as a background for a reapportionment of elected Faculty Council members from the several colleges and other academic units on campus, the Faculty Council in 1969 appointed an ad hoc Committee on Faculty Membership, Promotion and Tenure. This committee held hearings in the spring of 1971 to allow the University Libraries and several other units to show cause why their academic people should have faculty rank and title.

The librarians and a number of campus friends of the court presented the case for librarians. At year's end it was not clear whether the committee would change its initial attitude in favor of withdrawing faculty status from the library faculty. If not, the library administration plans to fight the recommendation of the committee on the floor of the Faculty Council when it is presented for action, presumably in the fall of 1971. Retention of faculty rank and title for the library faculty is essential if it is to fulfill its mission in the academic enterprise on The Ohio State University campus as equal partners with the teaching faculty."

(236) Personnel Development and Continuing Education in Libraries, ed by E. W. Stone. Library Trends, 20: 1-183; 1971.

Articles, among others, on "Personnel planning for a library manpower system", "Employee motivation", "Participative management as related to personnel development", "Personnel evaluation as an impetus to growth", and on continuing education.

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(237) University of Illinois at Urbana-Champaign. University Library. Rank and Duties of Professional Staff [and] Descriptions of Professional, Subprofessional, and Clerical Duties. [5] p. 1970.

"Professional librarians have faculty status with academic rank and salaries are set on the same basis as those for the teaching faculty and research staff. There are minimum salaries for each rank but no ceiling, and annual increases are based on merit." Qualifications, duties and present positions of Assistant, Librarian and Instructor, Librarian and Assistant Professor of Library Administration, Librarian and Associate Professor of Library Administration, Librarian and Professor of Library Administration.

(238) Harvard University. University Committee on Governance. Discussion Memorandum on Academic Tenure at Harvard University. 40 p. 1971.

Discussion of recent arguments against tenure with vigorous defense of the tenure principle.

(239) Harvard University. University Committee on Governance. Tentative Recommendations Concerning a University Senate and the Council of Deans. 16 p. 1972.

Proposes a deliberative and advisory, but not legislative, forum, composed of faculty and student members elected from the various schools in varying proportions. Librarians not included.

(240) Edward N. Hay and Associates. Report to the Governor and Legislature of the State of New Jersey Concerning State Employees Compensation, Benefits, Perquisites and Working Conditions, and Productivity Pursuant to P.L. 304, 1968. 53 p. 1970.

Management firm whose work was instrumental in depriving librarians of faculty status in New Jersey (cf. 189, 222) sumarrizes its recommendations. "There is much detailed, technical information underlying this Report which is not appropriate for dissemination to readers unfamiliar with the technicalities of the subject matter: This information is in

the hands of the Civil Service Commission. . . . [A] problem arises from the fact that the State has a number of so-called 'unclassified' positions which means that the appointing of incumbents to these positions is not subject to Civil Service laws and regulations."

(241) Beard, J. R.
A regressive step in New Jersey Higher Education. New Jersey Librarian, 3:4-6; 1970.

Must reading. Detailed account of "Kafkaesque" story of academic librarians in New Jersey. Following Hay report, state college librarians' checks did not contain salary increases accorded classroom colleagues. This without official notification of change of status. Chancellor of Higher Education had created a position of Librarian I which was not faculty but Civil service job. Two college administrations required Library to accept these positions. Other college administrations did not, based on reasoning of librarians: Faculty status reflects great advance in academic librarianship and is the goal of college and university librarians--Faculty status enables librarians to function as colleague within academic community and thus to contribute in greater measure to college affairs.

(242) McGregor, D.
An uneasy look at performance appraisal. Harvard Business Review, 50(5):133-138; 1972. (Reprinted from Harvard Business Review, 35(3), 1957).

Contrasts conventional approaches--resisted by both management and personnel--which requires judging personal worth of employee with recommended approaches which places major responsibility on subordinate for establishing performance goals.

(243) Peele, D.
Evaluating library employees. Library Journal, 97:2803-2807; 1972.

Critical analysis of written "evaluation" and oral "assessment." Distinguishes between first and subsequent appraisals.

(244) Josey, E. J.
Full faculty status this century. Library Journal, 97: 988-989; 1972.

In order to test a body of opinion represented by such diverse individuals as Lawrence Powell and Daniel Gore which opposes faculty status for academic librarians, a questionnaire was devised based on A.C.R.L. "Standards . . ." 90.1% of those responding (101 reference librarians) endorsed concept of librarians as faculty.

(245) Western Washington State College.
Standards for Appointment, Tenure, and Promotion. 1 p. 1972.

Criteria for librarians all of whom are members of the faculty with all appropriate rights, privileges, and responsibilities. As an example, the standard for Librarian with rank of Associate Professor (the first career rank) reads: To be appointed or promoted to this rank required evidence of capability of high attainment in bibliographical activities, in research, or in other professional endeavors. Normally, but not necessarily, accomplishments shall be in more than one of these areas.

(246) Academic Status Victory in California. LJ/SLJ Hotline, 1(22): 1; 1972.

After ten-year struggle, Education Committee of the California State Legislature has approved a bill giving academic status to academic librarians.

(246a) Academic Status in New York State. LJ/SLJ Hotline, 1(22):2; 1972.

Brief status report on slow pace of progress from 1968 on, when S.U.N.Y. librarians gained academic status.

(247) University of Oklahoma Libraries.
Rules of the University of Oklahoma Libraries Faculty Revised 30 June 1972. 10 p. 1972.

Equivalent of faculty handbook.

(248) New York and California Librarians Seek Academic Fank Benefits. Library Journal, 97:2514; 1972.

Fuller report on events reported in (246) and (246a) above.

(249) University of Oklahoma Libraries.
Minutes of the Faculty Meeting on 11 July 1972. p. 2; 1972.

A committee of women from the library was formed to draft a letter to be sent to the Provost relative to inequities in rank, salary and recruitment of women in the library.

(250) Report of the Director of University Libraries for the Academic Year 1970-71, University of Pittsburgh. p. 22; 1971.

Report on activity following granting of faculty status to librarians in January 1970.

(251) McAnally, A. M.
Status of the university librarian in the academic community. In: Research in Librarianship, Essays in Honor of Robert B. Downs, edited by J. Orne. p. 19-50; 1971.

Past, present and future of relevant issues, including faculty status, administrative organization, continuing education, quality of staff, etc.

(252) University of South Carolina. University Libraries.
Annual Report, 1971-1972. p. 1; 1972.

"The Library Faculty participated throughout the year as fully voting members of the University Faculty."

(253) Association of Research Libraries.
Minutes of 80th Meeting, 12 May-13 May 1972. The evolving status of university librarians. p. 27-40; 1972.

Panel members Ed Holley (University of North Carolina) and Robert van Waes (A.A.U.P.), (Moderator: David Kaser), concentrate on Library administration--staff relationship (Holley) and the "Joint Statement" (van Waes) as they relate to faculty status. (Both are for it.)

(254) Association of Research Libraries.
Minutes of 80th Meeting, 12 May-13 May 1972. Appendix C. (Joint statement on faculty status of college and university librarians) p. 108-110; 1972.

Draft version of Joint Committee on College Library Problems for adoption by A.A.C., A.R.L. and A.A.U.P.

(255) A.C.R.L. Executive Board Meeting, Minutes, College and Research Libraries News, 9:240; 1972.

Commitment from Robert Van Waes, executive secretary of A.A.U.P., of A.A.U.P. support for a policy statement on faculty status for librarians, such as the A.A.C./A.A.U.P./A.C.R.L. Joint Statement on the Faculty Status of Librarians and a statement that, if necessary, A.A.U.P. would give up its tax-exempt status in order to act as a bargaining agent for its members.

(256) A.C.R.L. Executive Board Meeting, Minutes, College and Research Libraries News, 9:242; 1972.

Board endorsement of A.C.R.L. membership approval of A.C.R.L. Standards for Faculty Status for College and University Libraries and of the membership approval of the Joint Statement on Faculty Status of College and University Libraries (A.C.R.L., A.A.C., and A.A.U.P.) as an "effective implementation of many of these standards."

(257) A.C.R.L. Executive Board Meeting, Minutes, College and Research Libraries News, 9:245; 1972.

The Board voted to consider at its midwinter meeting a recommendation that A.C.R.L. establish a committee on educational requirements of service in academic or research libraries in aspects of work requiring different or additional education than is specified in A.C.R.L. Standards for Academic Status.

(258) A.C.R.L. Membership Meeting, Annual Conference, Chicago, 26 June, 1972. College and Research Libraries News, 9:251-257; 1972.

History of and further action on the Joint Statement on Faculty Status with endorsement.

(259) No more library martyrs!! (editorial) Library Journal, 97: 3261; 1972.

Reports on A.L.A.'s action in the Allison case and suggests several ways for the profession to gain protection against unfair personnel practices for its members in academic institutions.

(260) Union loses major round in N.Y.P.L. agency shop flap. Library Journal, 97:3269; 1972.

Librarians opposing enforcement of the agency shop agreement claim at least a temporary victory.

(261) Rothenberg, Leslie Beth, et al.
A job-task index for evaluating professional utilization in libraries. Library Quarterly, 41:320-328; October 1971.

The index is applied in a survey of 4,000 professional and non-professional employees in 2,100 health sciences libraries. The general conclusion of insufficient use of talents is not surprising. The index itself may prove applicable for use in other studies but needs further development if it is to support the degree of analysis applied to its data.

(262) Gilroy, Rupert.
Paying for personnel; the largest item in the library budget. College Library Notes for the College President, no. 14; Winter, 1972.

Some general suggestions on how and why to study professional/non-professional staffing patterns and ratios.

(263) Gates, Harry R.
The academic status illusion and the nine-month contract. P.N.L.A. Quarterly, 36(2):3-6; Winter, 1972.

Argues that faculty status does not place librarians in true parity with faculty unless the nine-month appointment becomes a part of such status. Suggests several dubious ways to convert to the nine-month system without additional funds, ways which would require considerably more professional altruism from librarians than is expected of faculty.

(264) Booz, Allen and Hamilton, Inc.
Organization and Staffing of the Libraries of Columbia University; a Summary of the Case Study Sponsored by the Association of Research Libraries . . . Washington, D.C., The Association; 1972.

The study's recommendations are tailored to the needs of Columbia's library system but provide general and specific points for consideration in the reorganization of any major urban university, particularly in the area of expanded roles for professional librarians.

(265) De Weese, L. Carroll.
Status concerns and library professionalism. College and Research Libraries, 33:31-38; January 1972.

A student sociologist produces a number of familiar conclusions from a study of a small group of librarians to show that the more "professional" a librarian, the more likely he or she is to be concerned about status, particularly faculty status. The study also shows that while sex itself is not a significant variable in status concerns, marital status is a variable, and within the married group, sex of respondent does make considerable difference.

(266) Horn, Roger.
Think big: the evolution of bureaucracy. College and Research Libraries, 33:13-17; January 1972.

Horn outlines the growth pattern of the research library in the university, emphasizing the increasing problems of material organization and suggesting that librarians restrict collections to the needs of their particular user groups.

(267) Letters. Library Journal, 97:3; 1972.

Peter Dollard and Arthur P. Yound disagree with Kister (see #304), arguing that his concept of the librarian's educational role is too limited and that "separate but equal" status with faculty is a myth.

(268) Dunbar, Geoffrey.
Librarian and/or citizen? Library Journal, 97:42-43; 1972.

An advocate of the involvement of librarians in social issues as librarians carries on the arguments of A.L.A.'s Detroit meeting and ends by pointing out the resolution of the "involvement question" is necessarily a matter for individual decision but certainly should be a matter for each individual's consideration.

(269) Haas, Warren J.
Dealing with the growth of recorded information. Columbia Reports 2; March 1972.

Newly appointed Vice-President for Information Services and University Librarian (the position recommended by 264) Haas speaks of the purposes of creation of his new office: to,

encourage "a more responsive and balanced approach" to development of University information resources, in whatever form--the new office is expected to maintain strong ties with Columbia's Computer Center--and to develop information linkages with outside resources.

(270) Martell, Charles.
Administration: which way--traditional practice or modern theory? College and Research Libraries, 33:104-112; March 1972.

Reiterates traditional versus "modern" theory to point out three areas--leadership, group processes, organizational structure--where traditional "mechanistic" features of organizations predispose experiments with the new theories to failure.

(271) Haro, Robert P.
Change in academic libraries. College and Research Libraries, 33:97-103; March 1972.

Suggests and develops the idea of research groups to fill the role usually taken by either formal library committees or consultants as sources of innovative ideas for the academic library.

(272a) Bierstedt, Robert and Metzger, Walter P.
For tenure: safeguarding academic freedom. Civil Liberties, 385:5-7; March 1972.

(272b) Ryan, Phillip G.
Against tenure: due process for all. Ibid., 285:5-6; March 1972.

Two position papers provide readable summaries of the arguments resolved in the reaffirmation of A.C.L.U.'s support of the tenure principle.

(273) Joint statement on faculty status of college and university librarians. A.A.U.P. Bulletin, 33:434-435; Winter 1972.

Endorsed by A.C.R.L. and under consideration by A.A.C. and A.A.U.P., the statement broadly but strictly outlines suggested requirements and privileges for faculty status.

(274) Gorman, Arnold B.
Collective bargaining on campus. Science, 175:1421; 31 March 1972.

Editorial raises concisely many of the difficult questions to be considered in faculty collective bargaining.

(275) Kirkpatrick, Oliver.
Agency shop support. Library Journal, 97:1361; 1972.

Letter states a union member's viewpoints on the agency shop as a union's protection against "hypocritical, blood-sucking freeloaders" (see #260).

(276) Galloway, Louise.
Academic librarians participate in the selection of a director of libraries. College and Research Libraries, 33:220-227; May 1972.

Galloway has written a detailed "how-to-do-it" article for a new duty and privilege arising from librarians' achievement of faculty status and a unit voice in university governance.

(277) Holley, Edward G.
Organization and administration of urban university libraries. College and Research Libraries, 33:175-189; May 1972.

Reviews conditions and developments of the last decade and reports on the concentration by academic librarianship on the questions of participative management, academic governance, and unionization, giving several interesting examples.

(278) De Gennaro, Richard.
Participative management or unionization? College and Research Libraries, 33:173-174; May 1972.

De Gennaro calls these two ideas "basically incompatible" and warns librarians not to expect too much from either.

(279) Special reports: there once was a union maid . . . Wilson Library Bulletin, 46:878-879; June 1972.

Report on unionization attempts at the University of Chicago, with emphasis on difficulties in defining "professional" and "supervisier" to the satisfaction of both the university and the N.L.R.B.

(280) The Fifty-Eighth Annual Meeting. A.A.U.P. Bulletin, 33:135-136; Summer 1972.

The membership endorsed by a vote of 373 to 54 the A.A.U.P. Council's decision for vigorous pursuit of collective bargaining as a "major additional way of realizing the Association's goals in higher education."

(281) Kadish, Sanford H.
The theory of the profession and its predicament. A.A.U.P. Bulletin, 33:120-125; Summer 1972.

Kadish reiterates the A.A.U.P.'s theory of the profession, points out three trends in higher education (claims of the professional as employee, claims for social involvement of university and faculty, claims for democratic decision-making), describes how these trends conflict with the theory as it stands, and suggests a general approach to resolution of the conflicts.

(282) A.A.U.P. Committee T on College and University Government.
The role of the faculty in budgetary and salary matters. A.A.U.P. Bulletin, 33:170-172; Summer 1972.

Endorsed in 1972 as A.A.U.P. policy, this report defines the faculty's role in the two areas and offers detailed guidelines for faculty participation.

(283) A.A.U.P. Committee Z.
Coping with adversity; report on the economic status of the profession 1971-72. A.A.U.P. Bulletin, 33:178; Summer 1972.

Part I of the report emphasizes that for the fourth year in a row the economic status of the profession has continued to worsen.

(284) Bolton, Earl C.
Response of university library management to changing modes of university governance and control. College and University Libraries, 33:305-311; July 1972.

Bolton predicts for the 1970's inadequate funding, "new modes of organization and administration," and a widening role for libraries and librarians in planning, and suggests specific problems librarians should anticipate.

(285) Boaz, Martha.
Labor unions and libraries. California Librarian, 33: 104-108; April-July 1971.

Boaz asks for research into library unionism and suggests the alternative of the assumption of union responsibilities by professional organizations, particularly A.L.A.

(286) Librarians' Salary Committee, University of British Columbia. Survey on vacation and fringe benefits. 3 pp. 1972.

Tabular and textual data on a number of Canadian academic and public libraries, plus six representative U.S. academic libraries.

(287) Henderson, B. P.
Librarians and labour. I.P.L.O. Quarterly, 13:194-201; April, 1972.

Henderson considers the problem of loss of professional identity by librarian groups within inclusive unions and suggests the creation of some unifying, policy-setting body to help preserve this identity.

(288) Tenure hearings not necessarily a "right": Supreme Court. N.A.S.U.L.G.C. Circ. Letter, no. 12:17-18; 7 July 1972.

The Court rulings in the case of Roth (Wisconsin) and Sinderman (Texas) limit hearing rights of non-tenured faculty and acknowledge de facto tenure.

(289) Berkeley librarians union supports striking workers. Library Journal, 97:2516; 1972.

A report on the issues of the Berkeley strike and an indication of some of the possibilities for library union action.

(290a) Lynch, Beverly.
Participative management in relation to library effectiveness. College and Research Libraries, 33:382-390; September, 1972.

(290b) Marchant, Maurice P.
And a response. Ibid., 33:391-397; September, 1972.

Lynch criticizes Marchant's study and Marchant attempts to respond point by point, suggesting that the criticism as a whole is inept.

(291) Berkeley librarians win substantial benefits. Library Journal, 97:2797; 1972.

Summarizes the benefits and emphasizes totality and unity of labor support where librarian members were a small minority within the union.

(292) Daily, Jay E.
Poor fools. Library Journal, 97:2811-2815; 1972.

Sequel to "Teaching the rotten core," LJ 97:1778-1783, 1972.

In yet one more attack on graduate library education Daily has inserted some hopeful remarks on doctoral programs and the impact of the "young rebel."

(293) Hoehn, R. Philip.
Berkeley strike info. Library Journal, 97:3095-3096; 1972.

Letter offers clarification and expansion on #289.

(294) 30-hour week, 9-month year sought by N.Y. Union. Library Journal, 97:3109; 1972.

Reports that the work-week/work-year question has become the major controversy in the negotiations between City University and the Professional Staff Congress, with no compromise in sight after seventeen meetings.

(295) Burgess, Charles O.
Priest or partner: the academic librarian as a member of the university. Virginia Librarian, 18:10-14; 1971.

Arguing that faculty status as such is not enough, Burgess suggests ways in which the librarian with such status may seek to become a full member of the university community.

(296) Kister, Kenneth F.
Viewpoint-library-college land: a puzzlement. Library Journal, 96:935; 1971.

Briefly criticizes the library-college idea as fostering the "success ethic" among students and as rejecting the service orientation of librarians.

(297) Trost, Keith.
A study of the role of professionalism in librarianship. Mountain Plains Library Quarterly, 16:19-25; May, 1971.

Trost suggests specific requirements for individuals and libraries wishing to move past the present state of "marginal" professionalism.

(298) Faculty to hold bargaining elections at Long Island U. College and University Reports, 3; 5 October 1971.

Librarians are included among the eligible voters in an election requested by the A.F.T.

(299) Bernhardt, Homer I.
What rank for the engineering school librarian: academic, faculty, or joint appointment? Paper presented at the Annual Meeting of the American Society for Engineering Education, Annapolis, Maryland, 21-24 June, 1971.

In this paper "academic status" equates with librarian faculty status; the question is raised whether librarians should be a separate faculty unit, a member of the engineering school faculty, or both.

(300) Report of the University of Utah Commission to Study Tenure [abridged]. A.A.U.P. Bulletin, 32:421-432; Autumn, 1971.

A detailed review of the tenure system and recommendations for its retention at the University of Utah, with suggestions for action against deficiencies in faculty conduct associated with the tenure system.

(301) Van Alstyne, William.
Tenure: a summary, explanation, and 'defense'. A.A.U.P. Bulletin, 32:328-333; Autumn, 1971.

Concentrates on the question of academic freedom of non-tenured faculty.

(302) Furniss, W. Todd.
Giving reasons for nonrenewal of faculty contracts. Educational Record, 52:1-10; Fall, 1971.

Position paper prepared for the Board of Directors of the American Council on Education which suggests procedures for

handling nonrenewal cases.

(303) A.A.U.P. Committee N.
Statement on Collective Bargaining. A.A.U.P. Bulletin, 33:423-242; Winter, 1972.

Superseding the A.A.U.P.'s Statement of Policy on Representation of Economic and Professional Interests, this statement elaborates upon the Council decision (#280), outlining the Association's position in detail.

(304) Kister, Kenneth F.
A view from the front. Library Journal, 96:3283-3286; 1971.

Elaborates the views set forth in #296, with emphasis on rejection of the "librarian-as-educator" idea and including criticism of faculty status except on an "equal partners" basis.

(305) Cornell University Libraries. Standing Committee on the Economic Status of Librarians.
First Annual Report to the Librarians Assembly 1970-1971. 37 pp. November, 1971.

A detailed analysis of the economic situation of Cornell librarians, who hold academic status. Includes comparative figures and recommendations for collection of national data by A.C.R.L.

(306) Evergreen State College. Committee on Governance.
Governance and decision-making at Evergreen. 9 pp. November, 1971.

Guidelines for the process of community-wide participation in decision-making being implemented at this new and somewhat experimental college, including a somewhat unusual grievance procedure.

(307) Horn, Andrew H.
Time for decision; library education for the seventies. Special Libraries, 62:515-523; December, 1971.

Horn presents a model for the master's degree program in librarianship which would require demonstration of competence in seven areas rather than completion of required courses. An interesting proposal, but disappointingly Horn

does not attempt to deal with the problem of subject competence, except as a matter for "continuing education."

(308) Membership levy for an office for academic status. College and Research Libraries, 33:unnumbered insert; 1972.

Request for membership opinion on the possible funding by membership assessment of an Office for Academic Status "to provide the needed services and assistance for the achievement and retention of academic status by academic librarians."

(309) Report of Committee W [on Women] 1971-72. A.A.U.P. Bulletin, 33:330-334; Autumn, 1972.

Review of the year's activities of both the national and local committees and indications of areas for continued and future action.

(310) Van Alstyne, William.
The Supreme Court speaks to the untenured: a comment on Board of Regents v. Roth and Perry v. Sindermann. A.A.U.P. Bulletin, 33:267-282; Autumn, 1972.

Observations on the relevance of the decisions to the A.A.U.P.'s Statement on Procedural Standards in the Renewal or Nonrenewal of Faculty Appointments, with an appended reprint of the court opinions in both cases.

(311) Flener, Jane G.
Staff participation in management in large university libraries. 7 pp. 1972.

General impressions of the status and problems of participatory management in ten libraries.

(312) Blackburn, Robert T.
Tenure; aspects of job security on the changing campus. Atlanta, Southern Regional Education Board; July, 1972.

Blackburn reviews the literature on tenure, collective bargaining and legal actions affecting faculty employment.

(313) Williams, Edwin E.
Study committee on professional library personnel. Harvard Librarian, 16:4-5; May-July, 1972.

Briefly summarizes the committee's three reports: on proposed rank, professional development, and staff organization. The committee rejected faculty status and peer evaluation, proposed a librarians' assembly, and recommended the appointment of an Officer for Professional Development. Reference is made to full reports in H.U.L. Notes.

(314) Berkeley strike scoreboard: salaries climb ten percent. Library Journal, 97:3532; 1972.

Reports wage increase and formation of Library Union Caucus (see #'s 289, 291, and 293).

(315) Haehn, James O.
A survey of faculty and administrator attitudes on collective bargaining; a report to the Academic Senate, California State Colleges. 44 pp. and appendices. May, 1970.

Detailed description of the survey and analysis of the data. The survey showed majority support of the idea of collective bargaining among C.S.C. faculty and administrators.

(316) Participative management becomes library goal. Library Journal, 97:3665; 1972.

A brief item on steps toward participative management at Berkely and the Dallas Public Library.

(317) Death of a movement. Library Journal, 97:3663; 1972.

Editorial on the sexist aspect of political power as it affects libraries, companion piece to #318.

(318) Carpenter, Raymond L. and Shearer, Kenneth D.
Sex and salary survey. Library Journal, 97:3682-3685; 1972.

The authors emphasize three points from their survey: male directors make more than female directors; libraries with male directors have higher per capita expenditures; and beginning salaries are higher under male directors.

(319) Boissonnas, Christian.
Heading in the right direction? A.L.A. and professionalism. American Libraries, 3:972-979; October, 1972.

Argues that librarianship is not yet a profession and A.L.A. not yet a professional organization; suggests possible ways both may become professional and finally points out that professionalism may not be desirable.

(320) New Jersey Council of College and University Librarians. Subcommittee on the Governor's Management Commission Report.
The Governor's Management Commission Report, 1970 and state-operated academic libraries. 10 pp. 1971.

Both the budgetary criticisms of the Commission report and the responses of the council that the Commission does not properly understand the problem involved will be familiar to most librarians.

(321) Report to the Governor and Legislature of the state of New Jersey concerning state employees compensation, benefits, perquisites and working conditions, and productivity pursuant to P. L. 304, 1968. Supplement A, salary range recommendations; preliminary listing. [3] pp. 17 April, 1970.

Relates to the New Jersey cases (#322, 323).

(322) State of New Jersey Compensation Plan; Higher Education and the State Colleges. An alphabetical listing of class titles and ranges; standard work hours by class. 14 pp. 26 June, 1971.

Includes information on the position of librarians.

(323) "Assembly bill 328" and "What's wrong with A-328." New Jersey Professor, N.V.:2; February, 1972.

The bill which excluded librarians with faculty status from inclusion under the Tenure Act and the criticisms of the bill by the Association of New Jersey College and University Professors.

(324a) Dowd, Sheila.
Promotion review. C.U. News, 27:6:1-2; 10 February 1972.

(324b) Some advice to candidates for promotion. Ibid., 27:6:4; 10 February 1972.

Some procedural aspects of peer review and a reminder to candidates of what constitutes evidence for promotion.

(325) Dowd, Sheila.
L.A.U.C. report. C.U. News, 27:11:3; 16 March, 1972.

Report of an address by Professor Marion Ross on collective bargaining in California. Professor Ross pointed out that the Brown Act does not require California agents to "meet and confer in good faith" with employees but only to "meet and confer."

(326) Academic staff promotions. C.U. News, 27:25:1-2; 6 July 1972.

Report of the 1972 promotion process, which included both peer review and a commitment to affirmative action for women.

(327) Brown, Carlene.
L.A.U.C. Secretary's Report, September, 1972. C.U. News, 27:28:11-13; 12 October, 1972.

Includes report of restructuring of library administrative committees to eliminate duplication in L.A.U.C. and to give more L.A.U.C. representation in management.

(328) Dowd, Sheila.
L.A.U.C. committee changes. C.U. News, 27:34:11-12; 14 September, 1972.

Further details of committee restructuring reported in #327.

(329) Novak, Gloria.
New university librarian--library staff meeting. C.U. News, 27:36:1-2; 28 September, 1972.

Points raised at the meeting included funding problems, the need for librarians to demonstrate their value to the institution, and the problems and limits of participative management as seen by a library director.

(330) Brown, Carlene.
Minutes of the L.A.U.C.-Berkeley general meeting, September 27, 1972. C.U. News, 27:38:6-9; 12 October 1972.

Further discussion of problem attendant on peer review and discussion on methods of salary negotiation.

(331) Brown, Carlene.
L.A.U.C. Executive Committee. C.U. News, 27:38:N.P.; 12 October, 1972.

Report of L.A.U.C. appointments to administrative committees.

(332) L.A.U.C. Executive Committee. C.U. News, 27:40:5-6; 26 October, 1972.

Involvement of L.A.U.C. in matters of staff development and of library space-use planning.

(333) Staff personnel salary range adjustment. C.U. News, 27:30: 1-2; 17 August, 1972.

Report on amounts of classified staff increases.

(334) Kolitsch, Myra.
Staff training and development. C.U. News, 27:34:5-7; 14 September, 1972.

Conditions for and types of course enrollment available to employees.

(335) C.A.P.A. annual report to L.A.U.C. General Assembly. C.U. News, 27:35:24; 21 September, 1972.

Summarizes the results of staff participation in personnel evaluation, appointment and promotion.

(336) Hoehn, Phil.
Conference on the future of the University of California. C.U. News, 27:35:5-6; 21 September, 1972.

The report concentrates on the conference workshop on collective bargaining, where the L.A.U.C.-A.F.T. relationship was discussed.

(337) University of Oklahoma. Council on University Librarians.
Minutes of the meeting of December 9, 1971. pp. 3-7.

Involvement of the Council with the University Senate and detailed recommendations for the establishment of a faculty Committee on University Libraries.

(338) University of Oklahoma Libraries.
Minutes of the faculty meeting on 16 December, 1971. [3] pp.

Policy on vacations and holidays for library faculty.

(339) University of Oklahoma Libraries.
Annual report, 1970/71. pp. 1, 8.

A record of the year for one group of librarians with faculty status, the report mentions in passing the granting of the right to librarians of representation in the Senate "as part of the Special Non-Degree Recommending Divisions."

(340) University of Oklahoma Libraries.
Minutes of the faculty meeting on 29 February, 1972. pp. 1-2.

Includes a comparison of O.U. librarians' salaries with figures from the A.A.U.P. salary study, showing an average for all librarian faculty 33.7% below the average for all teaching faculty at O.U.

(341) University of Oklahoma Libraries.
Minutes of the faculty meeting on 11 May, 1972. pp. 3-5.

Discussion of the difficulty of definition of areas of responsibility of the faculty and the administration.

(342) Stevens, Carl M. and Bernstein, Merton C.
On resolving impasses in collective bargaining: two views. A.A.U.P. Bulletin, 33:399-412; Winter, 1972.

Detailed examination of the strike as a tactic for public employees and the presentation of interesting alternatives, by two members of the A.A.U.P. Committee N on Representation of Economics and Professional Interests.

(343) Brewster, Kingman, Jr.
On tenure. A.A.U.P. Bulletin, 33:381-383; Winter, 1972.

An excerpt from the 1971-72 Report of the president of Yale vigorously defends tenure as the most suitable mechanism for preserving academic freedom and providing security for a life devoted to innovative scholarship.

(344) Van Fleet, David D.
Salary administration in higher education: a tentative plan. A.A.U.P. Bulletin, 33:413-418; Winter, 1972.

Suggests a plan based on a point-rating scale to be devised by individual faculties which would reward professional effectiveness and "assure faculty participation in the salary phase of institutional governance . . ."

(345) Mason, Ellsworth.
A short happy view of our emulation of faculty. College and Research Libraries, 33:445-446; November, 1972.

Mason takes a jaundiced look at the teaching profession and asks librarians to consider whether they really wish to be a part of that body.

(346) Unionized university. The New York Times, 42M; 6 December, 1972.

Reports on the negotiations between the Board of Higher Education and the Professional Staff Congress of C.U.N.Y. and asks whether unionization may not drive salaries to impossible heights and jeopardize the quality of faculty by placing decisions on tenure in the hands of unions or outside arbitrators.

(347) Parker, J. Carlyle.
Faculty status and the academic work year. California Librarian, 33:143-149; July, 1972.

A survey of 164 state-supported academic libraries reports on faculty benefits, such as sabbaticals, tenure, promotions, participation in governance, titles and ranks, etc., shared by librarians and argues that those librarians working an academic year fare better in benefits than those working a twelve-month year.

(348) University of Washington.
Senate Report (Class C Bulletin No. 206, General Information Series). 3 pp. 30 November, 1972.

Gives the Senate-approved text of the proposed legislation on collective bargaining for Washington's four-year colleges and universities.

(349) Annul Civil Service ruling, N.Y.P.L. asks N.Y. Supreme Court. Library Journal, 97:3841; 1972.

The New York Public Library hopefully seeks an annulment of the Public Employees Relation Board ruling, which prevents

the Library from entering into an agency shop agreement.

(350) University of Minnesota Libraries, Twin Cities Campus. Constitution. 3 pp. 1972.

A sample of the kind of governing document which may be drawn up by and for a library faculty.

(351) University of Oklahoma Libraries. Minutes of the faculty meeting on 7 September, 1972. pp. 2-3.

Discussion of a committee report on the status of women on the O.U. library faculty. Recruiting, especially for administrative positions, salaries, ranks, and the question of potential for discrimination on application forms were at issue.

(352) Howe, Ray A. Bargaining: evolution, not revolution. College and University Business, 53:25-49; December, 1972.

Howe outlines the mechanics of collective bargaining for the amateur and includes references on "practical concerns." A discussion, "How to Live with Faculty Power," is appended.

(353) Wolfle, Dael. Increased pay, diminished stature. Science, 179:[Editorial page]; 12 January, 1973.

Wolfle warns that collective bargaining may bring pay increases at the expense of weakened internal control over academic matters and foresees the use of the concrete but secondary variables such as faculty-student ratios and faculty contact hours as the sole measurement of faculty performance.

(354) Faculty status. Library Journal, 98:47; 1973.

Along with a lukewarm report on #258, mentions that S.U.N.Y. librarians have taken union action against the university to get faculty hours and vacations in addition to "academic status."

(355) Peterson, Iver.
University officials apprehensive over outside threats to their authority. The New York Times, p. 14C; 22 January, 1973.

Peterson reports on trends toward greater influence by local, state and national governments over universities and the responses of administrators who see such trends continuing.

(356) A.A.C. pulls back from joint faculty status statement. LJ/SLJ Hotline, 2:3; 29 January, 1973.

Reports on the Association of American Colleges' statement that it cannot endorse the A.C.R.L./A.A.U.P./A.A.C. statement (#273) on faculty status for librarians because of an insufficient definition of teaching and research functions which might allow a too-liberal granting of such status.

(357) University of Oklahoma Libraries.
Rules of the University of Oklahoma Libraries Faculty, revised 30 June, 1972. 10 pp.

Comparable to #350.

(358) Vagianos, Louis.
The librarian and the garbageman; professionalism reconsidered. Library Journal, 98:391-393; 1973.

In one more attempt to rest the issue, Vagianos argues that the idea of professionalism is a "blind alley" and proposes that librarians instead think of and present themselves as "skilled service workers" utilizing unionization and the closed shop to achieve better conditions for themselves.

(359) Weidlein, Edward R.
College librarians' quest for greater status set back by association of administrators. Chronicle of Higher Education, 7:N.P.; 5 February, 1973.

In a news report on A.A.C. action (#356), Weidlein suggests that administrators' fears of both the costs of higher status for librarians and the precedents set by awarding such status were behind the A.A.C. action.

(360) American Council for the Arts in Education.
Statement on recommended criteria for appointment, tenure, and promotion of artist-teachers. [2] pp. 29 January, 1973.

Another "non-comparable" group argues for faculty status.

(361) Bulger, William T.
Librarians and collective bargaining. Michigan Librarian, 38:10-12; Spring, 1972.

Bulger assesses the advantages of unionization for librarians.

(362) Kolitsch, Myra.
Classification study. C.U. News, 28:15:4-5; 12 April, 1973.

Data for U.C. campuses on numbers of librarians and library assistants provide raw data for ratio studies.

(363) Highlights of A.C.R.L.'s midwinter meeting. College and Research Libraries News, 34:4:70; April, 1973.

In light of the A.A.C.'s failure to endorse the Joint Statement on Faculty Status (see #356), the A.C.R.L. Academic Status Committee will review the A.A.C. action. The Committee also plans to draw up a model governance plan for library faculties, plus guidelines for peer performance evaluation.

(364) University of Oklahoma Libraries.
Minutes of the faculty meeting on 15 March, 1973. pp. 1-2.

Involvement of the library faculty in the search for a new director.

(365) Union librarians at U.C. win court round in California. Library Journal, 98:1237; 1973.

The University of California has been ordered to submit to arbitration in a wage dispute with California librarians, members of A.F.T. unions. Sex discrimination, because librarianship is a "women s occupation," is the major issue.

(366) Committee T on College and University Government. Status of department chairmen. A.A.U.P. Bulletin, 34: 20-21; Sprint, 1973.

Publication of an exchange of letters, pointing out the implications of attempts to fit department chairmen into supervisory roles and suggesting a means of coping with such a situation.

(367) S.U.N.Y. negotiates with State for faculty status rights. Library Journal, 98:821; 1973.

S.U.N.Y. librarians seek academic year appointments, participation in governance, and salaries and ranks comparable with teaching faculty.

(368) Carnegie funds collective bargaining information service. National Association of State Universities and Land-Grant Colleges Circular Letter, #5, pp. 13-14; 15 March, 1973.

The Carnegie Corporation has provided $277,000.00 to set up an Academic Collective Bargaining Information Service. Scheduled to begin operation 1 September 1973, the service is to collect and disseminate information, commission or encourage research, or assist in development of consultation services.

(369) Faculty status constitution approved by Minnesota University. Library Journal, 98:676; 1973.

Approval of the constitution (#350).

(370) De Priest, Raleigh. That indordinate passion for status. College and Research Libraries, 34:150-158; March, 1973.

Makes a fairly successful attempt to counter several recently published arguments against faculty status and argues that the quest for status is as "legitimate and serious" as any other group's quest for the academic freedom status can offer.

(371) Academic library action. Library Journal, 98:1538; 1973.

Three news items: recommendations of the Commission on Academic Tenure in Higher Education which cautiously and reservedly supports the tenure concept; predictions of the coming necessity for developing higher professional standards

from the President-Elect of A.C.R.L.; C.U.N.Y. librarians oppose reorganization which would separate libraries from "other instructional departments" and recommend a voice in governance to strengthen their position.

(372) Students should take part in collective bargaining between faculty and university. Chronicle of Higher Education, 7:28: N.P.; 16 April, 1973.

Contends that students should be included in bargaining because they have an interest in matters under negotiation and a need to protect the quality of their education.

(373) Wolfle, Dael.
Tenure. Science, 180:[editorial page]; 18 May, 1973.

Argues that "tenure should be granted only to those whose academic freedom is important to society . . ." and excludes from this group counselors, "certain teachers," "librarians and persons in other supporting roles," which Wolfle considers do not "truly need tenure in order to be free to make their most critical and objective contributions to students, to scholarship, and to society." Wolfle is on the faculty of the University of Washington Graduate School of Public Affairs.

(374) The union front . . . Library Journal, 98:1752, 1754; 1 June, 1973.

News items on the Carnegie Corporation grants for the Collective Bargaining Information Service (see #368); on union action in California--which will no longer be reported in campus publications such as C.U. News; on plans by nonprofessionals at Brown University to seek union representation; and on the University of Chicago's creation of a grievance group separate from its new union.

CJS